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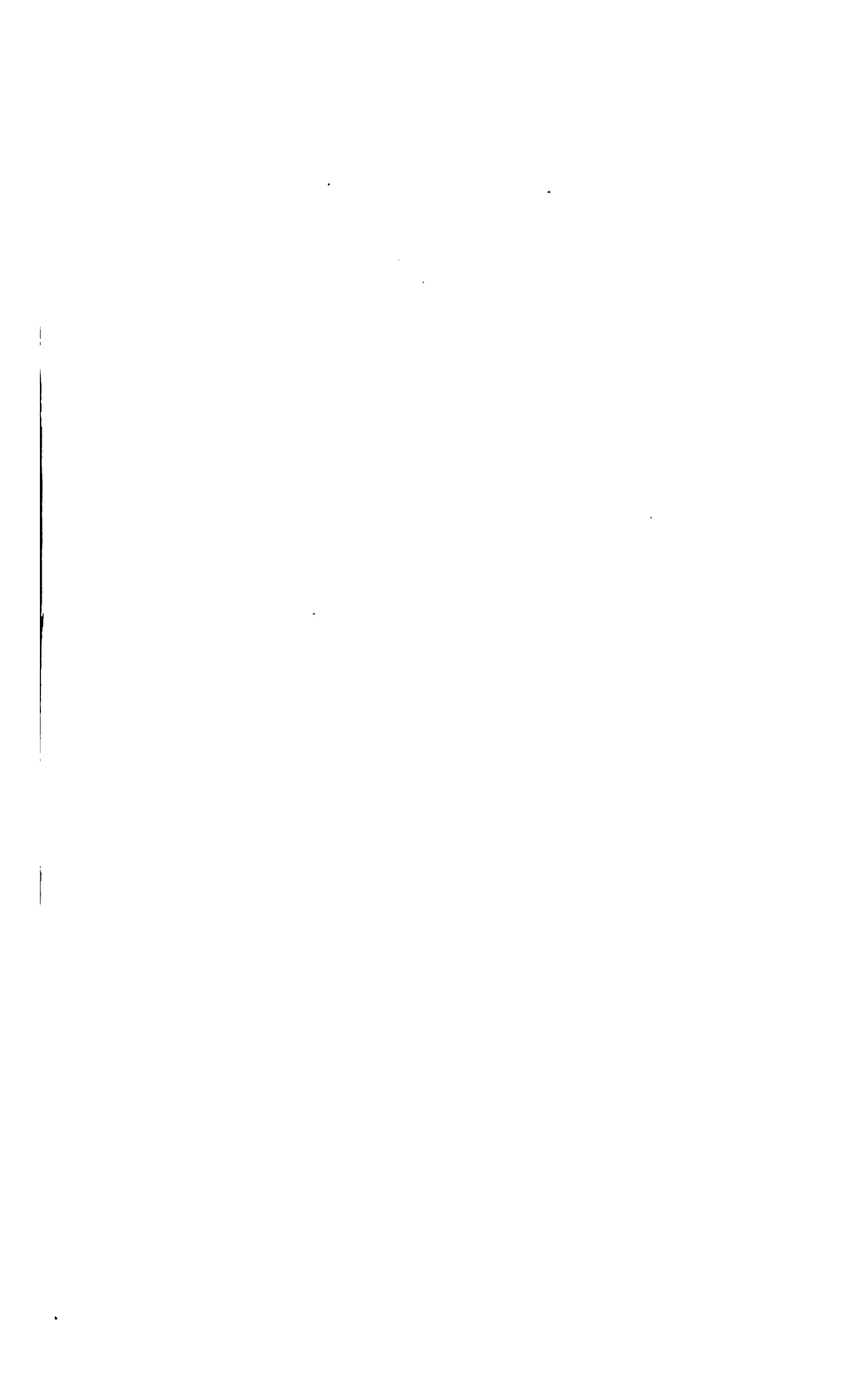
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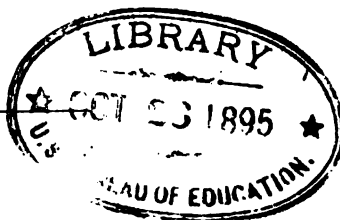
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INDIANA SCHOOL JOURNAL:

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of the body—instantly the brain receives the message and quicker than thought comes back the word, "Hold fast" or "Let go," as the object is desirable or otherwise.

The life current brings to all parts of the body its burden of nutriment, and bears away the worn and useless matter to be caught by the breath, and exhaled.

In the presence of such perfect works, how can man stand unimproved by their contemplation? The study of the human body, from the very nature of the subject, must ennoble the student.

Men will stand entranced for hours in the presence of some cold marble image, and perhaps pass with utter neglect, or it may be with loathing, the vile body of the real man whose form and features have been brought out under the chisel of the sculptor. So much more do men prize the symbol than the thing symbolized: the shadow than the substance. Those who would mar or deface a statue must be known the world over as unworthy of aught but scorn: but men may take into their hands God's statues fashioned most delicately, and ignorantly if not purposely deface, distort, or ruin them and still be held in esteem as educators. Thank God that after they have killed the body, they have no more that they can do.

I hazard nothing in saying that not one in five of the teachers of the United States has even an imperfect knowledge of the human body and of the laws that govern its healthy action. Under their tuition children may be cramped into uncomfortable seats or remain too long in comfortable seats; they may be crowded into small and poorly ventilated apartments or be confined too closely in sizable and properly ventilated rooms; they may be permitted to indulge in gratification of appetite or of passion or they may be denied suitable indulgences at proper times; they may be urged into mental activity beyond the ability of the body to sustain, or they may be encouraged in idleness until the body saps the brain, and the teachers are alike satisfied. It has, perhaps, never occurred to them that in their work could be found a place for the care of the physical structure of their pupils—that to them could attach any responsibility for the health of those whose minds they are training.

How to teach, what to teach, when to teach, and where to teach are questions often discussed—but *whom to teach* is less frequently presented. In the Scriptures we are told that the child Jesus “grew in wisdom, in stature, and in favor with God and man”—the *stature* as important as wisdom or God’s favor. The body is an ever present reality. Its demands are constant and pressing. We may not ignore its existence and live. It has claims upon our attention and we do well to consider what these claims are.

First impressions are always most lasting, and the teacher’s physical presence has much to do in the creation of these first impressions. It is, therefore, a matter of prime consideration with the teacher to put into his physical presence all the power of which it is capable. To this end, a thorough understanding of the nature and capabilities of the body is essential. No occupation more sorely taxes the physical energies than does that of the teacher. It is difficult for even the best informed and most careful to preserve health in the work of the school-room. A teacher’s nerves are his most unruly pupils. Some years since I found myself unable to trace certain noises of the school-room to their source. It annoyed me much and led to fault-finding upon suspicion. Previous conduct of certain pupils led me to fasten the guilt upon them. It was not until I was prostrated by fever, and in the stillness of my own chamber heard again the sounds that had so much annoyed me, that I learned the innocence of suspected boys. Many a pupil suffers wrongfully at the hands of a petulant teacher, whose petulance is the off-spring of ill-health, and whose ill-health results from ignorance of physical laws. A garden hoe used early in the morning by one whose hours of sleep began at the proper time, and were undisturbed by dreams born of undigested and indigestible food—has often saved the use of the birch at school. Words of wisdom and moral precepts have most weight when delivered from rosy lips with the clear ring which good health gives to all utterances, while the best thoughts may be shorn of all power for good by the sharp temper of their author. The ease with which a healthy teacher works is of incalculable value. Good physical condition makes clear illustrations of different problems, easy and certain. Physical and mental digestion are

generally of quite even pace. It is far easier for a well man to be virtuous, than for one whose system has been so frequently abused as to make it a fit abode for vice. All these considerations make the understanding of the physical nature an imperative duty on the part of the teacher.

A NEW MODE OF ILLUSTRATING ELOCUTION.

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BY PROF. T. HARRISON.



THE historian, Hume, has said, that no one can speak long of himself without vanity; and yet it is sometimes necessary for a writer to make a remark in reference to himself and his productions, for the information of his readers. Such seems to be the case now.

The writer of the following article has made music and elocution his study for many years. He is the inventor of the numeral system of musical notation, has composed various pieces of music, and published several musical works. In elocution, he has studied Dr. Rush's *Philosophy of the Human Voice*,* and the works of many other authors, and has also availed himself of the instructions of some of the best elocutionists of the day, and has likewise taught the art himself. Prof. Hoss heard him give a lesson in elocution, last fall, before the Jackson County Teachers' Institute, and did him the honor of thus noticing his effort: "Prof. Harrison gave a lesson of rare excellence in reading and elocution. His analysis was searching and accurate, and his voice full and rich." "If Prof. H. does such work as this generally, his instruction will be of great value in Institutes." Subsequently Prof. Hoss requested the writer to prepare a series of articles on elocution for the *SCHOOL JOURNAL*. The following is the first of the series. The reader will do well to preserve the numbers, as subsequent articles will sustain a close relation to the preceding ones.]

Elocution, both as a science and art, has a far greater connection with music than is generally supposed; and it will be

*This is unquestionably by far the best dissertation that has ever appeared on the subject, and the writer here acknowledges himself greatly indebted to its teachings.

found that a thorough knowledge of the principles of music, and a full course of training in vocalization, will aid materially in making a successful elocutionist.

All musicians have to learn the musical scales as one of the first lessons; and all elocutionists should do the same. These scales are two in number, the major and the minor, to which some add a third, the chromatic. They are generally represented thus:

MAJOR.		MINOR.		CHROMATIC.
8	do.	8	la.	
7	si.	7	sol.	
6	la.	6	fa.	
5	sol.	5	mi.	
4	fa.	4	re.	
3	mi.	3	do.	
2	re.	2	si.	
1	do.	1	la.	

Should any reader of this article, wishing to study elocution, be unable to give the tones of the major and minor scales with facility, it is recommended that he learn them from some musician.

It will be observed that those tones are placed at unequal distances apart. Thus, in the major scale, the intervals between 3 and 4 and between 7 and 8, are only half as great as between the other tones. That this is natural, is proved by various facts. These facts belong to acoustics rather than to elocution or music, and hence it is unnecessary to dwell upon them here.*

*In a work published by the writer, entitled "Music Simplified," this subject is discussed at some length. The following extract is given: "The existence of a half interval between 3 and 4, and also between 7 and 8, while between all the others there exists a whole interval, is, in the opinion of the writer, nothing more than a necessary adaptation in the octave to an unalterable law in the musical constitution of the human ear. This opinion receives additional support from the consideration, that if the half intervals be placed in a different position, the first between 2 and 3 and the second between 5 and 6, a change is produced in the melodious aspect of the octave, the most wonderful and affecting: the former is sublime and grand; the latter is mournful and plaintive. Thus it appears that music has within itself the power of producing two opposite effects on the human mind: it can enkindle feelings of joy and admiration, or excite sensations of sympathy and grief. Here is another striking manifestation of the wisdom and benevolence of the Infinite Creator: He has given the glorious attribute of variety to the charming science of music in common with all the operations of his hands."

The tones of the musical scale are termed discrete: that is, one is disconnected with the other, at least in melody. In elocution, however, we use concrete tones: that is, we slide from one tone to another, so as to make one continuous sound, generally termed an inflection. Any of the tones can be thus used, but the principal ones given by Dr. Rush, are the slide of the second, the slide of the third, the slide of the fifth, and the slide of the eighth, or octave. Dr. Rush represents these slides by characters nearly resembling those used in music. As those characters are not in common use, it will be more convenient and equally appropriate to represent them by numerals,* thus:

Upward
Slide of
The Second.
1s2.

Upward
Slide of
The Third.
1s3.

Upward
Slide of
The Fifth.
1s5.

Upward
Slide of
The Octave.
1s8.

The letter s is really not necessary, and they may be written thus—that is, closely together:

12

13

15

18

There are also other slides, as from 3 to 5, and from 5 to 8. This will be seen by referring to the exercises at the close of this article.

These slides can be given by but one musical instrument—the violin. The D string will suit the best. The only objection to it is, while it is the proper pitch for the female voice, it is an octave too high for the male voice. Still it will answer. By sounding the open string, D, and then sliding the finger up to E, which will require about an inch and an eighth, drawing the bow at the same time, the slide of the second will be produced. Commencing again with the open string, and sliding up to F sharp, which will require about two inches and a quarter, the slide of the third will be produced. Commencing again with the open string, and sliding up to A, which will require about four inches, the slide of the fifth will be produced. Commencing again with the open string, and sliding half way to the bridge, the slide of the octave will be produced.

*Of the use of numerals in music, Dr. Lowell Mason says: "Experience refutes the notion, that scholars will be embarrassed by slugging numerals. If they have a correct idea of the minor mode, they will, after some little practice, sing the minor scale by numerals as readily as the major. In doing so, they acquire firmness, certainty, and independence." The writer thinks the numerals will be equally useful in elocution.

By reversing the motion of the finger, and observing the same distances, the downward slides will be produced, which may be written thus:

Downward Slide of The Octave. 8sl.	Downward Slide of The Fifth. 5sl.	Downward Slide of The Third. 3sl.	Downward Slide of The Second. 2sl.
or			
81.	51.	31.	21.

The slide of the second, either upward or downward, is used in ordinary conversation on almost every syllable: then when a little emphasis is required, the slide of the third; when still more emphasis is required, the slide of the fifth; and when the utmost emphasis is required, the slide of the octave.

Let the following question be asked without any emphasis, and the tones generally will be given with the upward slide of the second, except on the third syllable of the last word, which will require a greater slide:

Did you say that I could learn elocution? Now let a little emphasis be given to I, and it will be found that the slide of the third is used:

Did you say that I^{1s3} could learn elocution? Now let still more emphasis be given, and it will be found that the slide of the fifth is used:

Did you say that I^{1s5} could learn elocution? Finally, let the utmost emphasis be given, and it will be found that the slide of the octave is used:

What! did you say that I^{1s8} could learn elocution?

Again: Let the simple statement be made, He said that I could learn elocution, and it will be found that the downward slide of the second is generally used, except, as before, on the third syllable of the last word.

Next, let it be given with a little emphasis on I, and it will be found that the slide of the third is used:

He said that I^{3s1} could learn elocution. Next, let more emphasis be given, and it will be found that the slide of the fifth is used:

He said that I^{5s1} could learn elocution. Lastly, let the utmost

emphasis be given, and it will be found that the slide of the octave will be used:

Yes! he said that I^{8al} could learn elocution.

The use of the downward slides can be shown very clearly by applying them to a passage in the Psalms:

"If I ascend up into heaven, thou art there: if I make my bed in hell, behold, thou art there: if I take the wings of the morning, and dwell in the uttermost parts of the sea, even there shall thy hand lead me, and thy right hand shall hold me.

Perhaps this intense emphasis would not be suitable in ordinary reading, but it certainly would in earnest delivery.

Besides the slides, or the concrete tones, skips, or the discrete tones are used. Thus, if the voice pass from 5 to 1 without a slide, it would be called a skip. From the exercises at the close of this article, it will be seen that skips are used quite commonly.

The length of time given to each tone may be represented as in the writer's numeral system of musical notation, thus:

Breve.	Semibreve.	Minim	Crotchet.	Quaver.	Semiquaver.	Demisemiquaver.
:1	:1	.1	1	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{8}$

Dr. Mason calls the semibreve the whole note, the minim the half note, the crotchet the quarter note, and so on.

The half-lengthened note may be represented by a hyphen, thus, 1-

A rest may be represented by the letter R.

Every voice probably has its own natural key, or fundamental tone; and when a speaker commences on this tone, he will be natural; but if, by bad habit, or embarrassment, or an attempt to imitate others, he takes some other tone, he will be unnatural. This fundamental tone, or 1, will be given by uttering *awe*, without any special effort.

The following exercises are introduced for practice on the foregoing principles. The words are taken from Bronson's Elocution. The notation is prepared by the writer, but it generally represents the tones as given by that distinguished elocutionist in imparting instruction to a class of which the writer was a member. Bronson had reached great perfection in the art: he had been teaching elocution about thirty years,

and was acknowledged by all to be remarkably natural. The italics denoting emphasis, and the small capitals denoting additional emphasis, are Bronson's marking.

In practicing these exercises, the student should be in a large room, and speak them as if five hundred persons were present. The notation given indicates more emphasis than is needed for simple reading.

EXERCISE FIRST.

.R 5 3 R | 3s5 R 3 | 5s3 R 3 3 | 5s3 R 3 3 |

Little minds are *tamed* and *subdued* by mis-
3 1 R 3 | 5 3 R 5 5 | 8s5 3s1 | ||

fortunes; but *great* ones rise ABOVE them.

EXERCISE SECOND.

5 3 R 3 3 | 5- 4 3.R | .1 R 1 | 3- 2 1 R ||

VIRTUE leads to *happiness*: *vice* to *misery*.

EXERCISE THIRD.

.R 5s3 | 3- 4 5 R 3 3 | 3s5 R 3 3 3 | 8 5 R 3 3 |

TRUE liberty can exist only where JUSTICE is im-
3s5 5 5 R 3 | 5- 4 3s1 .R ||

partially administered.

EXERCISE FOURTH.

:3s1 | 1s3.R | .R 3 | .3 .3 | .3 .3 | 3 3 :R | :5s1 |
Roll on, thou *dark* and *deep* blue ocean, ROLL:

.R 3 | 3 3 3 R | :3 | 3 3 3 R 2 | .1 .R ||

Ten THOUSAND fleets SWEEP over thee in vain.

EXERCISE FIFTH.

.R 3 3 | 5 3 3s5 R 3 | 5 3 R 3 | :5s3 |

Let our *object* be our *country*, our WHOLE

3 1 R 3 | 5 5 R 8 R 5 | 3 1 .R ||

country, and nothing BUT our *country*.

In the foregoing exercises, by italics Bronson indicates emphasis, and by small capitals a greater degree of emphasis.

It will not be understood that the notation given is the only notation that may be used. As in music, so in speech, the melody—that is, the succession of sounds—may be varied.


Neither does the writer suppose that his notation is faultless. He hopes that his fellow-laborers in the cause of education will give his work a rigid examination, and he assures them he will be glad to receive any suggestions in regard to it.

In future articles, his plan will be more fully developed, and additional exercises given.

The writer takes great pleasure in recommending Prof. H. N. Day's recent publication, entitled *The Art of Elocution*. It is based on Dr. Rush's *Philosophy of the Voice*, and illustrates the principles of that immortal work in an admirable manner.

WHY ARE NOT THE RUDIMENTS OF LAW TAUGHT IN OUR COMMON SCHOOLS?

BY HON. S. E. PERKINS.*

S it because a knowledge of the law is unimportant to the public? or is it because the study of the law is not calculated to develop and discipline the mental and moral powers? or is it because it is impracticable to teach it in the common school?

That education of some sort, that knowledge of some subjects is important and useful to the people, in the opinion of the State, is considered, very clear, by the commodious and often elegant school buildings with which she has dotted the State, and the liberal fund with which she has endowed her common schools.

Now, let us glance at what is taught in them; what is embraced in the *curriculum*, or course of common school education.

Reading, writing, arithmetic, geography, grammar, history, logic, physiology, botany, chemistry, geology, moral philosophy, natural philosophy, algebra, music, astronomy, etc., and Latin and French.

Is an acquaintance with these subjects of more importance to the most of community than an acquaintance with the laws of the land?

*Ex-Supreme Judge of Indiana.

May the consequence of ignorance of them be more serious than those of ignorance of the law?

Reading, writing and arithmetic, and knowledge of some of the other subjects mentioned, are acquirements practically useful to all or nearly all citizens, but what is the utility to the masses who study them, in the common school, of rhetoric, botany, algebra, etc.?

They are useful in the pleasures the knowledge of them contributes; in the elevation of character that knowledge produces; in the desire it creates for the acquisition of further knowledge and in the habits generated by that desire in its possessors, of spending their leisure hours in the library, the reading room or private study, rather than in the saloons or halls of amusement. Knowledge is valuable for its own sake. It tends to ennoble man, and elevate him from the brute toward God. But practical business advantage, for the class referred to, it may not happen to possess. But what may be the consequences, to the individual; of ignorance of the ordinary branches of common school and academic education? It may cause him an occasional pecuniary loss; it may cause him a loss of elevated pleasure and the degree of respect by the community he would otherwise receive.

Turn now to the law, and consider first, the question whether a knowledge of it is of importance, of use, practically, to the citizens of the State. What is the law of the State? It embodies the rules, prescribed by the State, to which the conduct of all the people must conform. Blackstone's definition of municipal law is: "A rule of civil conduct prescribed by the Power Supreme of the State, commanding what is right and prohibiting what is wrong." It operates upon all the business transactions of men. It determines their validity and legality. It operates upon all the actions of men within the State and determines their criminality or lawfulness. It prescribes the duties of man to man. It defines the vital obligations under which we all live. We become criminally subject to it as soon as we are capable of knowing it, and that may happen at the age of seven and is presumed to be at the age of fourteen years. All over fourteen years of age are presumed to know the law, and are not allowed to plead ignorance of it.

And what are the consequences of its violation? If our contracts are not conformable to it civilly, we may suffer pecuniary loss. If our conduct is in violation of it criminally, we are liable to be visited by its penalties, which may be fines, imprisonment, or even death. Can it be possible that a knowledge of laws upon conformity or non-conformity, obedience or disobedience to which such consequences, personal to each citizen, depend, may be regarded of too little importance to be made the subject of popular education? Is it of more importance to the people generally that they should be acquainted with the laws which govern the motions of the Heavenly bodies than it is that they should know those which govern their own conduct here on earth? May the consequences of ignorance of the former be more serious than ignorance of the latter?

Are the rules of rhetoric of more consequence to the citizen than the rules of law?

Would not the time spent on the former be more usefully given to the latter, if there was not time for both? And is not a capacity that is equal to one, equal to the other? Do we require the people to obey laws that they have not the ability to understand?

The opinion is not new that the laws should be taught to the citizens. The Old Testament contains the civil code of Jewish law, and the injunction is oft repeated therein to teach them to all the people.

In the Great Law, consisting of sixty-one chapters, enacted by the first General Assembly of Pennsylvania, at Chester, Dec. 4, 1682, was a provision requiring the laws to be taught in the schools of the province. And Blackstone, in urging that the laws of England should be made a subject of academic education, adds: "And in this I am warranted by the example of ancient Rome; where, as Cicero informs us, the very boys were obliged to learn the twelve tables by heart, to imprint on their tender minds an early knowledge of the laws and constitution of their country."

GOETHE says that we ought to conform to the world in trivial matters, in order that we may more successfully oppose it in subjects of vital importance.

NOTES OF EUROPEAN TRAVEL.—IX.

BY MRS. J. G. KINLEY.

(London, Continued.)

BY way of interlude between our sight-seeings, we always took a drive through the Parks; so finishing our drive and lunch, we entered the Parliament Houses, which cover nearly eight acres of ground. The House of Peers is so painted and gilded, and the windows so darkened by stained glass, that we could scarcely tell what it contained. At one end was the gorgeously gilded throne, and in front a veritable wool-sack covered with scarlet velvet. The walls were ornamented with frescoes, and portraits of six or eight of Henry the Eighth's wives lent aid to its ornamentation. The House of Commons made less pretense to show, and was a very common looking place. These two chambers make but a small part of the building. Corridors, staircases, porches, courts, towers, and galleries make up the balance. In St. Stephen's crypt we saw the old part of this immense building, but it had recently been newly gilded and restored, and when the gas was lighted, shone like the sun, so that its antiquity was hid beneath its newly acquired splendor.

Early in the morning as we could obtain entrance, we went to the British Museum. It is full of strange, rare and curious things, and the rooms seemed endless. Roman, Egyptian, and British antiquities, specimens of natural history, including Du Chaillu's stuffed gorilla, innumerable beautiful shells, Etruscan pottery, ancient and mediæval porcelain and a thousand other objects were inspected before we came to the Mummy department. Now, of all things hideous and unsightly, these take the lead, but I always had a fancy for mummies, and this was my time. I peeped into every box and inspected every grinning face, wondering if it had been pleasant pastime to these old Egyptians to be sewed up in this style and put on exhibition for the pleasure of generations yet undreamed of, when they "shuffled off this mortal coil." I think my mummy curiosity was entirely satisfied with my visit at the British Museum, and I hope, when I have done with earth, I shall be allowed to rest in peace, and not be dried

into a specimen for the ornamentation of any Museum. I think I never was so fatigued in my life as when I got to our lodgings that night. Wearily I laid down to rest and let the supper come and go untasted, but the next morning brought fresh strength for a ride to the Zoological Garden in Regent's Park. Here all the animals that we had seen the day before, stuffed in the Museum, were alive, and not only healthy, but clean and well kept. Such a day of pleasure as these Gardens gave us will never be forgotten by any of our party, but to give a description of its many and varied objects of interest would be impossible.

Among our London sight-seeing we would not forget Spurgeon, so on Sunday morning we went to the Tabernacle. How to get in after arriving there was the question, as we had no ticket of admission, but telling one of the officials how far and from what country we had come to hear this celebrated divine, he took us into the vestry to attend the morning prayer-meeting, giving us a hint of a back stairway that would lead to the audience room above. Just before the last amen was pronounced, we quietly stepped up the aforesaid stairs and entered the church, selecting the most eligible seat, as the doors were not yet opened and but few people were present. In a few minutes the large doors swung on their hinges and the crowd instantly filled every nook and corner. Inwardly I chuckled at the pious strategy by which we had secured good seats. We were not kept waiting long, for promptness is a cardinal virtue with Spurgeon. He is a well made, square-shouldered, short-necked Englishman, and is full of zealous vigor and fire. He preaches at his hearers in an earnest, emphatic manner, and does not allow them to go to sleep or lose his meaning by reason of eloquent or refined diction. He did not impress me as being either scholarly or logical, but sympathetic, emotional, and earnest. I should think his forte lay in his preaching practical sermons on the level of his hearers, not over their heads.

As Sunday in Europe is more of a holiday than a holy day, we availed ourselves of the custom, and in the afternoon digested our dinner and sermon by a boat ride on the Thames, which took us to Kew to see its famous gardens. The boats run up and down the Thames continually, the fare being but

a trifle, and Sundays they are filled to overflowing. Ours was no exception, and started out gaily for the trip. The Thames is a shallow stream, when the tide is out, and in a few minutes we were fast aground on a sand bank, which gave an excellent opportunity to study our surroundings. Smoking being allowable everywhere, the smokers puff right into your face with a coolness quite irresistible, and never think of begging pardon for taking the liberty of suffocating you with the fumes of the filthy weed. No corner of our boat was free from the nauseating smoke, and people seemed to think it was all right to be thus poisoned. We found the Irish and Scotch people much more polite and civil than the same class of English, the John Bulls being pretentious and puffy. In walking the streets of London, if you do not yield the road to those you meet, there will be a collision. Where the walker was less in size than myself I stood my ground, but always gave way to superior weight. Frequent collisions occur, and great is the damage done to toes, but we always remembered that we were in London, the capital of Hingland, hand in sight of Westminster Habbey. Our boat was so long delayed by her attraction for the sand bank that we reached Kew at a much later hour than we expected, and our ramble through the fine gardens was necessarily abridged; but for a day's pleasure we can recommend Kew Gardens. On Monday we went to the Crystal Palace, which seemed like a fairy palace on a grand scale. Almost every nation with its fashions is here represented with so much taste and skill that the visitor is continually charmed. At every turn new surprises claimed our admiration. The Park, too, is charming in its variety of natural scenery which art has perfected into elegance. Located in one part of the Park are all the geological formations, from the old red sandstone to the latest tertiary beds of drift and gravel, with the animals pertaining to each, naturally represented as to size, shape, and habits. In a little lake are three islands, upon which are seen the Mesosaurus Pterodactyle, Iguanodon Megalosaurus, Ichthyosaurus, Plesiosaurus, Labyrinthodon and huge Megatherium, together with others of remote time. The whole, as a work of art, is unsurpassed, and gives wonderful facilities for studying the animals which once inhabited the earth.

My letter is already too long, and I have but faintly sketched a few of the many wonders we saw in and about London; as it is impossible to crowd all into the compass of a reasonable letter, I leave it and London for a trip across the channel.

RADICAL VERSUS CONSERVATIVE.

BY R. F. BREWINGTON.

BE patient, dear reader, and do not allow the ominous words that form the caption of this article to so frighten you as to cause a hurried turning of the leaves, for fear it may precede a diatribe on some threadbare theme in politics.

It is not the radical against the conservative in politics, but in the school-room, that shall form the subject of the present discussion. Americans are radicals by virtue of hereditary taint. The pilgrim fathers left the land of their nativity and sought a home in western wilds, because of their radicalism. And when, in the days of '76, the heroes of the Revolution rose up to dispute the doctrine of the "divine right of kings," it was the same spirit that prompted them to action. Republicanism, therefore,—using the word in its national sense—is radicalism. Assuming this to be true, it is not wonderful that the teacher, the live, working, energetic teacher, is so often a radical. But inquiry may here arise as to what constitutes a radical teacher. Very naturally, the name is associated with one who stands ready to adopt that which is new and promises good results. To this definition, perchance, the radical himself will not object. Unfortunately there are those who pride themselves in the name radical, who are ready to adopt any theory, provided it is new, regardless of its merits.

This class of teachers are those who, in their zeal for the novel and the untried, are ever ready to raise the cry of "old foggy," as they inscribe upon their banner, "We are progressives."

Such teachers sometimes send out flaming circulars containing such absurdities as this: "Come, young ladies and gentlemen, to the great N——l school, where, by *our* methods, we can accomplish as much for you in one year as the universities and colleges can in four." This same class, too, are ever

ready, upon the most cursory examination, to testify to the merits of text books, if they only possess the one merit of being *new*.

They are always found astride some special hobby. First, it is the synthetical method, but the charm of novelty soon being gone, that is abandoned, and these same radicals are now great sticklers for the analytical.

Once they taught that definitions and rules in mathematics must be learned verbatim. Now they have made the grand discovery that rules hamper the mind, and that the pupil's own definition, though given with great circumlocution, is preferable to the language of the author. With the Dean of Canterbury, "they have a very strong persuasion that common sense and ordinary observation are quite as good guides as the rules of authors." Thus they pass from one extreme to another, forgetting that in the golden mean lies the secret of success.

Of all the hobbies, however, of these radicals, the last—and being the last, it is, of course, the greatest—is "*object teaching*." This is the long-sought-for desideratum, the philosopher's stone: and now, at last, there has been found the "royal road to geometry," for are not children of the tender age of five years taught, by the "object method," all about lines and curves, surfaces and solids? and from this, we are told that it is but a step to the relation of geometrical magnitudes.

Natural science, too, that once required a lifetime of study, by THE METHOD is brought down to the comprehension of this same class of precocious juveniles, who are expected not only to know that there are three kingdoms in nature, but to be able to tell you all about elements and compounds, laws of formation and development, properties, uses of bodies, etc., etc. Surely the "coming men" will all be Solons, if not Solomons.

But, to be serious, "object methods" are *good* methods, and are precisely what sensible, practical teachers have been employing for centuries. The objection is not to the method, but to the abuse of it, which lays American, popular, education open to the charge of superficiality. While, then, we may be ready, with a true progressive spirit, to adopt all that is good in the new, let us not discard the old merely because it is old; and, above all, let us remember the lesson contained in the trite old maxim, "There is no excellence without great labor."

THE LEGAL RIGHTS AND OBLIGATIONS OF TEACHERS.—II.

W

ON THE EXAMINATION AND CERTIFICATE.

(Continued.)

IT is provided in section 37 of the School Law, that "the school examiner shall hold one public examination each month in the year, in his county, and in no case shall he grant a license upon a private examination, * * * *." The phraseology of this statute is quite singular, inasmuch as it provides in one part for public examinations, and in another prohibits private. Ordinarily, the provision by legislative enactment of a specific way for a given thing to be done, would be held to exclude every other way radically different from the one pointed out; and it would seem to have been sufficient for the Legislature to have simply declared that the examiner should hold public examinations. But while the statute, taken as a whole, imposes no greater obligation on the teacher, nor affects the license he may hold any more than if the positive clause stood alone, as we shall presently see, yet the negative clause is to be considered by every examiner who desires to escape the penalties for "incompetency or general neglect of duty." But of this further on.

Under this statute, it becomes important to examiners to understand clearly the full significance of the phrase, "public examination." A public examination must be held, it is evident, in a public place, and from the decisions of the courts, we must determine what, in contemplation of the law, would be such a locality. Ordinarily, we speak of grounds and buildings belonging to the State or county as public places; and so they are in the sense of being held for the public benefit. But it is not every part of a public building or of public grounds, that is a public place in the sense of this law. It has been held that persons engaged in gaming concealed in bushes on land belonging to the county, will not be in a public place. *Feazle's case*, 8 Gratt., 585. So a back room occupied by a register in chancery as a bed-room, adjoining the front room which was his office, and with which it communicated by a door, the rear being enclosed with a high fence, is

not a public place, though eight persons were present on invitation. *Rouqueman v. The State*, 10 Ala., 528. Nor would the assemblage of eight or ten persons by invitation at a private house, to which the public had not been invited, for the purpose of playing at cards, or engaging in any other amusement, constitute such house a public place. *Coleman v. The State*, 20 Ala. 51. But if the occupant or occupants of such house are in the constant habit of inviting a number of persons to the house for the purpose of playing cards, and others are allowed to come uninvited without any restraint, such house will be deemed a public place. *Mills v. The State*, 20 *id.* 86. And if the public generally may attend, though some are prohibited by the owners of the room, it is still a public place. 10 Texas, 545. So a house where people are in the habit of resorting, such as a store-room during business hours, is a public place. *Cameron v. The State*, 15 Ala., 383. But in the night time, after the doors are closed against business, it ceases to be such. *Windsor's case*, Leigh, 680. And in general it may be said that, any place which at the time is made public by the assemblage of the people, is to be considered, for the time being, a public place. *Campbell v. The State*, Ala., 415.

From these authorities, the citation of which is prompted by no pedantic spirit, but in order that the investigating reader may verify for himself, we may deduce the doctrine that an examination held at any place reasonably convenient of access, during business hours and on public notice, would be a public examination within the meaning of the statute.

It is further worthy of notice that the section under consideration provides for one examination each month, but the examiner is not limited as to the time he shall consume, and it may fairly be concluded that the law authorizes him to devote every day in the year to the business should he so desire. The object seems to be to provide for at least one examination in each month. But let us suppose what I have reason to believe is not of uncommon occurrence, *i. e.* that an examiner has but one day set apart for examination work in each month, and a candidate wishing to apply for a certificate in order to open school within a few days, is kept away on that particular day by an unavoidable accident, but presents himself within a few days thereafter with his sufficient excuse, and requests an ex-

amination. What is to be done? Courts are always loth to give such an interpretation to a statute as would defeat the ends of justice or work unnecessary hardship in the public; and hence, in the absence of fraud, a license granted would be upheld by a legal tribunal. The courts would presume that the examiner performed his duty, and would not tolerate any injury as to his conduct in the particular case, with a view of invalidating his action. This principle was established in the case of *Rufus L. George v. School District, etc.*, 20 Vt., 495, when it was held that although a certificate was granted without any examination whatever, yet in the absence of fraud on the part of the holder of the certificate, it was valid. Fraud on the part of the teacher would, of course, change the rule, for it is a maxim of the law that "no man may take advantage of his own wrong." See, also, *Helms v. McFadden*, 18 Wis., 191.

Young teachers, (and unfortunately sometimes teachers of experience,) frequently put themselves in a false position by seeking what they understand to be "private" examinations. But in view of the prohibitory clause of the statute under discussion, the examiner should guard well against any reckless action in this regard. His certificate will pass, unquestioned, through the ordeal of the courts, as we have just seen, but he is himself liable to be put on his trial, under section 33, for any failure to perform his duty. The language of the court in the Vermont case alone referred to, is worthy of attention in this regard: "The superintendent (examiner) is the officer of the town. He is appointed by the town, and is responsible to the town for the manner in which he discharges the duties of his office. The town must see to it that their superintendent faithfully performs his duty, or submit to the consequences of his failing to do it." Let every examiner, therefore, see to it that he performs his whole duty in this behalf, and, above all, would I impress upon teachers, experienced and inexperienced, the duty of attending promptly on the appointed days of examination.

D. D. B.

WHEN does an editor play a singular trick with grammar?
When he declines an article.

HOW I DID (NOT) LEARN ARITHMETIC.

PERMIT an old gentleman to relate a brief story of how he did (not) learn arithmetic:

It was a notable day when I was equipped with an arithmetic and a slate and set to "doing sums." We were told to commit the preliminary definitions to memory, and forthwith commenced the task. At the appointed hour, we told our teacher, with more or less accuracy, that "arithmetic is the science of numbers," etc., etc., etc., all of which, possibly, sounded very pretty, but was totally destitute of sense; we did not grasp it. We learned the use of five fundamental rules, but what the fundamental was, we were left to conjecture. Our first essay in arithmetic proper, after the foregoing skirmishing, was to write numbers. We were told to enumerate, and an amusing formula was indicated to us as the one necessary to accomplish the feat. We learned units, tens, hundreds, thousands, etc., etc., and recited it with amazing volubility, but what it meant, or how to apply it, was not just so clear. If a plain row of significant figures was given us to write, it was easy enough: but if the number contained a lot of insignificant ciphers, then came our trouble. Here was our first *pons asinorum*. We balked. We were never initiated into that mystery.

Then came the addition. There were several pages of explanation, rules, and examples, and from these it was fondly hoped we might learn this rather essential part of arithmetical science. To count our fingers with amazing rapidity we learned, but to add a column of figures, interspersed with a few 8's and 9's and 7's, with even a probability of accuracy, and in any reasonable time, was beyond our ability.

The mysteries of subtraction were not so harassing, but the intricacies of multiplication were beyond our ken. The multiplication table contains a great deal of sound and valuable learning, but its acquisition is no mean attainment. If any one doubts this last proposition, let him try to learn that interesting collocation of figures from 13 to 24, and then have some compassion on the struggling youth who are just commencing the task. But we "must get on," so forced by a cruel necessity—for necessity is the mother of invention—we learn-

ed the little trick of inserting our thumb in the pages at the table, and ciphered boldly on. There was some satisfaction in multiplying by 2, 3, or 4; we felt proud of our attainments, and to multiply by 5 or 10, was a real intellectual repast; but to be expected to work with 7, or 8, or 9, was torture, and in these emergencies we used the "rule of thumb." That multiplication table, on the whole, was a source of real distress to us for years, but still we ciphered on.

Then came the *maximus pons*—the long division. We had heard that it was hard to cross; there was a tradition to that effect in our school, and we had not the courage to undertake it for a long time. That long division page is impressed upon our mental vision yet. It looked hard, and we knew it must be, but still we ciphered on.

Then came the reductions and the compound numbers. What it was all about, was very far from clear, but still we ciphered on. We "did the sums" when we could, we borrowed help when we could, and when our own exertions were unavailing and assistance could not be had, we did the best we could, but still ciphered on.

Fractions, we were forced to believe, were extremely vulgar, and, therefore, made little of them. We learned they were proper and improper. The teacher thought ours were mostly of the latter kind, and we concluded they were often very mixed, but still we ciphered on, and so through the book.

Possibly it is not every boy who has a teacher so skillful and so ambitious as to be able to take a class through the arithmetic in three months. Ours was one of that kind, and while we think it probable we may, yet we do sincerely hope we never shall see his like again. There was a good deal of satisfaction that we had ciphered through the arithmetic, but with it all, although the work had been done, an impression was somehow made in our mind that "we had no genius for mathematics." A feeling of sadness creeps over us now when we think of such a perversion of the public funds, such a waste of time, such a destruction of mind and spirit. And yet this thing is repeated every day, and called teaching! It is said that American railroads can never be very safe as long as the people clamor for fast travel, and are willing to take the risk. So, possibly, we may not hope to have thorough instruction as

long as the insane cry is made to cipher through the book in the shortest possible time. Intelligent and honest teachers will not consent to violate the rules of philosophy and common sense in doing what is a real benefit to no one and a serious injury to all.

Our experience in (not) learning arithmetic was a bitter one. We hated the study, and why not? It was associated with everything that was difficult and repulsive, and it was only after years of real hard labor that we overcame our first experience in learning how not to do it.

X. Y. Z.

A good talker is rarely found, simply because children are not trained to know when to talk and when to be silent. There are many who chatter from morning until night; such persons are to be avoided. Think before you speak, and let the law of kindness influence all your words. Never hurt the feelings of your playmates, you may be called entertaining, but you will never have any true friends.—*From Oliver Optic's Magazine.*

WHEN I think that I am to outlive the sun and the stars, that I am to be freed from the limited influence of time, that ages on ages will roll over me without touching the youthful vigor of my soul, that mansions on high and purity are prepared for me by the holy being who once dwelt on earth, that I shall live there in closer intimacy with God than with an earthly parent, that saints and apostles will be my companions, Jesus the Redeemer will be my brother, I am oppressed with the responsibility of immortality. And to the hands of each one of us is committed a spirit to be fitted for this endless, glorious life. This spirit is ourself. Its culture is the development of its every faculty.

NATURE is not a medley of shifting phenomena, but an orderly unfolding of events according to an inner and fixed law of progress.—*Hickok.*

OFFICIAL DEPARTMENT.

TOWNSHIP FUNDS.

I find many Trustees adopt the *convenient* method of "*distributing*" their funds for tuition. Each District is allowed what is considered its equitable share of funds, and hires its own teacher and runs its school as long as the funds last. *Cheap, long* schools, are considered the most desirable. Under such a system good teachers leave, and the second and third rate become the educators.

Examiners and Trustees should guard against this. The law provides that Trustees shall hold the tuition funds as well as the special, for the schools of the township, and not for *distribution*. The Examiner is to graduate the professional ability of the teacher, and the Trustee must graduate his prices to correspond, taking also into account the demands of the district for instruction. The Trustee must pay the *teacher* and not the *district*. The Superintendent of Public Instruction distributes the school revenues to the counties according to their number of children, and the County Auditors to the townships, cities and incorporated towns on the same basis, but when the school funds reach these corporations the *distribution stops*.

ALTERATIONS IN THE SCHOOL LAWS.

Several emendations will be proposed to the next General Assembly of the laws.

First.—County Examiners should have such modifications in the law regulating their compensation as will enable them to live by their service, and work efficiently for the counties. The schools of the county should be visited and carefully inspected. We can not succeed well without this step. Every State that has been successful in inaugurating a public school system, has adopted a regular county superintendency, under adequate pay. Massachusetts, New Hampshire, Connecticut and Rhode Island have a *Superintendent for each township*, as well as one for their city or town graded schools.

Second.—New election laws, and many other considerations, suggest the desirability of having the school year changed so that it should close about the first of July, and that the enumeration should take place in May, so that the main spring distribution, which should be changed to take place in June, should be made on said enumeration instead of on the enumera-

tion of the preceding year, as now. All the reports should be made to harmonize with this change.

Third.—Since Trustees are elected in the autumn, a meeting of the commissioners should be called about the first of November to settle with them that their accounts can be turned over to their successor reliably passed upon.

Fourth.—Township Trustees should be able to levy fifty cents on each \$100, for special school revenue. Many townships can not build for want of funds. Why should not townships levy as much tax, if they need it and wish it, for school purposes, as cities and incorporated towns?

Fifth.—The certificates of the Normal School Faculty should authorize teachers receiving them, to teach in any schools in the State for the grades for which they are given. Certificates may be graded for the Common and High School, or the first and second grades.

Other amendments will be needed, but the ones here specified are important. It is desirable that the efforts to pass them will be efficiently sustained by an interest throughout the State. Any one reflecting upon them intelligently, must see their desirability.

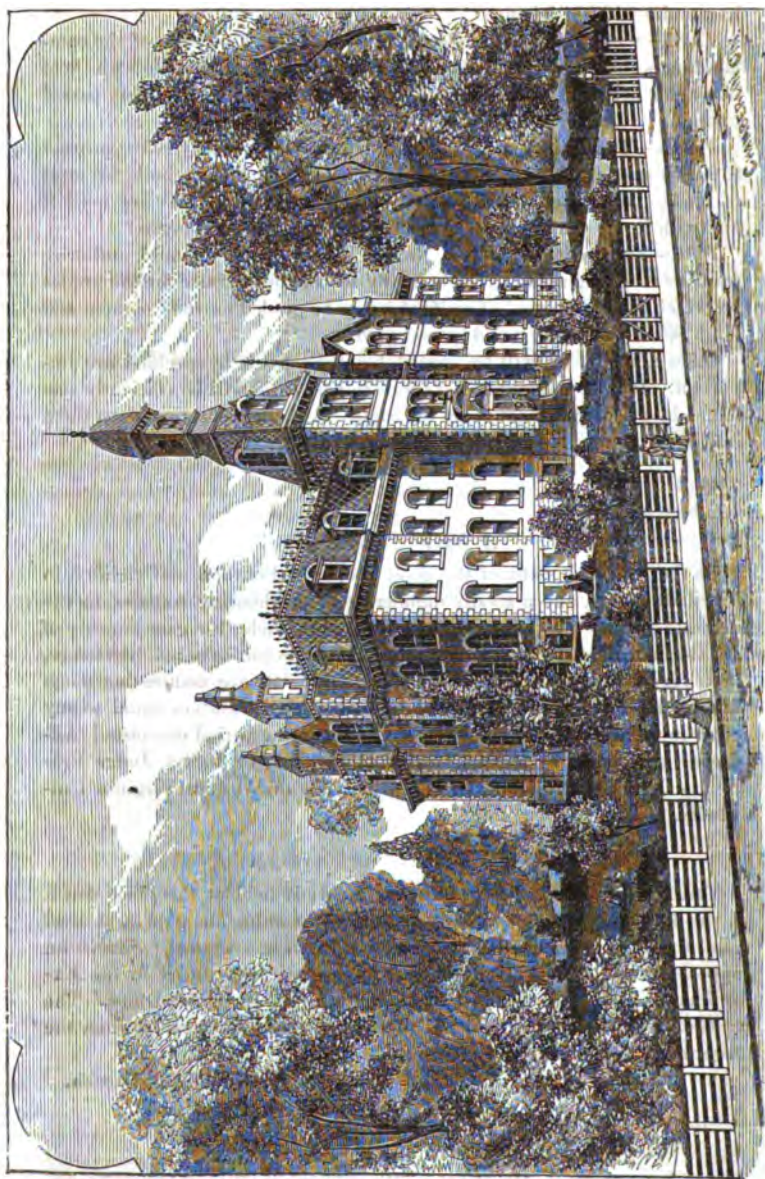
A NEW COLLEGE.

On the 13th ult., many of the good people of Bourbon, and vicinity, in Marshall county, and a goodly number from neighboring counties, met to dedicate Salem College. It is a new Institution, under the guardianship of the German Baptist (Dunkard) Church. This people have not, heretofore, been very favorable to higher education, but of late are manifesting much interest in that direction, and aim to make this Institution equal to any other in the country. Much interest was felt in the varied exercises. Addresses were made by Messrs. Marim, Hobbs, Thayer, Parret, Judge Frazier, and by the President, O. W. Miller, late of Western Virginia University.

TEACHER'S RIGHTS IN EXAMINATION.—It is held at this office that it is the duty of Examiners to keep on file all examination papers, at least until the person examined has waived his privilege to appeal. Should an appeal be taken to this office and such papers not be produced by the Examiner, it may be considered presumptive evidence of unfairness. The teacher is powerless to vindicate his character and scholarship when the record of his examination is destroyed.

B. C. HOBBS,

Supt. Public Instruction.



ILLINOIS FEMALE COLLEGE, JACKSONVILLE, ILL.

EDITORIAL—MISCELLANY.

WE are glad to be able to add the two following valuable names to our list of Contributors for 1871, published last month: Richard Edwards, President, State Normal School, Illinois, and R. F. Brewington, Superintendent, Vevay Schools, and Examiner of Switzerland County.

WE think our readers can not fail to be pleased with the excellence and variety of the contributed articles in this number. This is a favorable introduction for the year 1871. Teachers, help us by sending subscriptions, and we will help you by sending a better Journal than ever before.

EVERY one who appreciates architectural beauty will be pleased with the cut of the Methodist Female College on the preceding page. The dimensions of this building are 140 feet front, 70 feet deep, four stories high including basement, surmounted by a tower reaching a height of 150 feet.

Having seen this building within the last year, we can say it is a handsome building with handsome grounds in a handsome city.

The able and popular President of this institution is Professor Wm. H. DeMotte, formerly of Indiana, long a faithful and efficient co-laborer with the teachers of this State.

It is to be regretted that some teachers and not a few parents, never learn that "a soft answer turneth away wrath," and *per contra*, that "grievous words stir up anger." Having never learned these fundamental truths in human nature, they find trouble in the management of children. The soft answer which would have subdued that little culprit, is displaced by the grievous words which drive him into anger, and likely into resistance. Lion tamers know the force of soft words, and use them. Children tamers are often not so wise.

When one has seen the rage of a beast changed to submission, and the anger of a child changed to penitence, by a word, he is constrained to say, surely "words fitly spoken are like apples of gold in pictures of silver."

SCALE OF WAGES.—Trustees have quite different means by which they grade teachers' wages. Some take the grade of license; some, the time the teacher has taught; and others for convenience, or through a misconstruction of the law, or for some other cause, make the wages of all equal.

In our opinion no one of these alone, is adequate. Licenses show scholarship, and sometimes nothing else. At best, they can show but little of "Theory and Practice," hence in many cases, experience is largely left out, and in others, wholly. On the other hand, time of teaching leaves out scholarship, save inferentially. Equality of pay, still worse, leaves out both the others; it becomes a premium on ignorance. Its result is bad, always driving the good teachers from the township or county in which it prevails. Ability will not consent to accept the pay of inability.

Probably no rule of absolute accuracy can be given, but that which seems to approach nearest, is composed of the first and second, including an unnamed third, namely, success. Success is usually the test of ability; not always infallible, yet the surest. Consequently whenever practicable, this element should enter as a means of determining wages. The successful teacher, the one of ability is cheap at high wages, whilst the unsuccessful, the one without ability is dear at any price.

This is a matter of interest not to teachers only but to schools and communities.

PREPARE.—The Cincinnati School Board in its recent Report, sends a bomb right into the camp of the novitiates in our profession. Here it is: "The old plan of allowing beginners to obtain experience by experimenting, by cutting and trying, should cease. We must require henceforth, a theoretical and practical knowledge of the science and art of teaching from every teacher before appointment."

This means (1) that young hearts and young intellects are too precious materials to be cut and hacked by every novice who may chance to offer himself for such service. It means (2) that persons proposing to teach must go to Normal Schools, and prepare for their work, just as persons proposing to practice law or medicine go, or should go, to law and medical schools to prepare for their work. This sounds the key note of reform. When School Boards say so, it will have to be done. Let young teachers note and heed this, ever remembering while the mason or carpenter may hack and batter his materials at random, they must use theirs with delicacy and skill. The former are in the workshop of matter, the latter, in the workshop of mind—hence the difference.

NEXT number will contain the proceedings of the Associations, with most of the Papers read. Those wishing extra copies, please send applications in advance so that we may know how many to publish. Price 15 cts. per copy.

WRITING AS AN INSTRUMENT IN THE ACQUISITION OF
KNOWLEDGE.

IN our opinion, writing, as an instrument in the acquisition of knowledge, should hold a more prominent place than at present. Observe, we mean writing not as an end, but as a means.

First, in support of this position is the law that it is always gain when knowledge can be made to reach the mind through two avenues instead of one. Usually this knowledge is clearer, also more permanent. Writing helps to this end. While the sermon, the lecture, conversation, or the teacher's explanation, reaches the mind through the ear, writing carries it through the eye. Thus the same knowledge may pass through both channels, and, as a consequence, we have a gain in clearness and permanence, possibly, also in exactness. More, in a degree, it passes through the muscle, which in this connection we may call the *sixth* sense. The muscular movement requisite to make the letters which hold this knowledge aids its distinctness, if not its transmission. If any one has failed to observe this law in himself, let him take the finger of a blind child, and guide that finger in tracing a word, or words, and then ask for the conception of the thing signified. The answer will show his conception more distinct, and his knowledge more clear.

A second reason in behalf of this position is, that truth takes on, as it were, tangible form. As a consequence, it can be handled, and contemplated objectively. Like a beautiful painting, we may walk about it, noticing its excellencies or defects from different angles of vision, and under different degrees of light and shade. Hence, when a new truth is presented for contemplation, the prudent man puts it into written words. There it takes fixity of form, permitting handling. Thus he may weigh, gauge and measure, and if in doubt concerning the accuracy of the process, he may return and repeat until he secures exactness in knowledge. By hearing alone, he can not do this. The words reach the ear, carrying in their sound the voice of truth, but they melt in air, and are gone forever.

Again, and lastly, in the study of language, writing becomes of the highest significance. Here we deal with words constantly and almost wholly. Here our work is like Hamlet's reading. When asked what he read, he replied, "words, words, words." So with the student of language; he deals with words, words, words, and if he would deal skillfully and accurately, he will write them down, fix them on paper, until his eye measures, and his judgment weighs them. Many a time the airy lightness and the spiritual beauty of a word entirely escape us until we have caged it in inky lines, and thus weighed and measured it. From that time forward, it ever flits on fairy wings, and comes on angel missions, bearing messages sweet and pure. Other words which in our estimate had been dwarfed and plebeian, suddenly expand in size, and take on the type of royalty; ever after, they move in court robes. Others we find to be pigmies, and they at once descend to the race whence they came.

Such is the result of the examination of words in their individual capacities, but they must be examined in their associate relations also. Here the measuring process becomes difficult. Relations are always hard to measure. The word *man*, standing alone, suggests or represents a given class of ideas, but when associated with *bad*, it represents a different class. Write *bad* before *man*, (*bad man*,) and at a blow, you strike the upper story from his character. You have knocked in all his sky-lights, and pushed him down to the base [ment] stories of his tenement. This one word, *bad*, has done all this; surely we want to know its size and power. If we put *shamefully* before *bad*, we crowd the man still lower, but if we displace *shamefully* by *moderately*, we send him up several stories. If we drop these two, and crowd *young* in between *bad* and *man*, we change the case again. If at this point, you ask how much we have changed, we answer, just the measure of power *young* has over these other two words. But you ask how much? We answer, weight, measure, and see. Weigh these words apart, and weigh them together. But to do this, you will find it best to write them.

Such is something of the result of examining words through writing. Please observe, we do not say an examination is impossible without writing. No. Nor do we say the solution of a problem in Algebra is impossible without figures on slate, paper or black-board—we do say, however, it is quite difficult.

In view, therefore, of these considerations, and of others not presented, we believe Writing as an Instrument in the Acquisition of Knowledge, should occupy a more prominent place than it does at present.

In a subsequent article, we may point out some of the processes of using writing for the purposes indicated above.

THE Trustees of the N. W. C. University have organized a Law School in connection with that institution, with Judge Byron K. Elliott, Judge Charles Test, and C. P. Jacobs, Esq., as Professors.

Indianapolis is the best point in the State for a school of this kind, and if it is properly managed will, no doubt, prove an eminent success.

This University was never in so prosperous a condition as at present.

If any of our subscribers have failed to receive one or more numbers of the JOURNAL for 1870, and will forward their names, stating which numbers are missing, we shall be glad to supply them. No August number was issued.

READ our advertisements; the most of them are new.

SEVENTEENTH ANNUAL CONVENTION of the Indiana State Teachers' Association, to be held at Terre Haute, Tuesday, Wednesday and Thursday, December 27th, 28th, and 29th, 1870.

PROGRAMME.

TUESDAY EVENING, 7½ O'CLOCK.—1. Organization. 2. Appointment of Committees. 3. Addresses of Welcome. 4. Responses.

WEDNESDAY FORENOON, 9 O'CLOCK.—1. Opening Exercises. 2. Inaugural Address by the President, D. Eckley Hunter, of Peru. 3. "What are we as Teachers?" by Mr. J. B. DeMotte, of Lafayette. 4. Discussion of Paper and Miscellaneous Business.

WEDNESDAY AFTERNOON, 2 O'CLOCK.—1. Class Exercise, by Miss A. P. Funnelle, of the State Normal School. 2. Teachers' Journal, by Ladies of Indianapolis. 3. "How do the Schools of Indiana compare with those of other States?" Discussion, by M. R. Barnard, Mr. Cyrus Smith, and others.

WEDNESDAY EVENING.—1. Address by Professor J. M. Gregory, of the Illinois Industrial University. 2. Miscellaneous business.

THURSDAY FORENOON.—1. Teachers' Journal, by Ladies of Terre Haute. 2. "What can Teachers do for the support of the State Normal School?" Discussion, by President Wm. A. Jones, Superintendent A. C. Shortridge, and others.

THURSDAY AFTERNOON.—1. "The Common School Teacher of Indiana," by Rev. Milton Hopkins, of Kokomo. 2. "Should Schools be furnished with Text Books at the public expense?" Discussion, by Mr. Daniel Hough, Mr. W. P. Rogers, and others. 3. Reports of Officers and Standing Committees, and balloting for Officers for the ensuing year.

THURSDAY EVENING.—1. Reports of Special Committees. 2. Unfinished Business.

Music will be furnished, as the occasion requires, by Prof. W. H. Paige, of Terre Haute.

A. G. Alcott, Professor of Elocution, will assist in furnishing entertainment.

There will be time, during the sessions of the Association, for the discussion of various subjects of general interest not mentioned in the programme.

The railroads of the State generally will return teachers *free*.

The hotels and boarding houses of Terre Haute will entertain Teachers at reduced rates.

J. T. MERRILL,

Chairman Executive Committee.

CONVENTION OF SUPERINTENDENTS AND PRINCIPALS.—The following programme of the Indiana Association of School Superintendents at the session to be held in the City of Terre Haute, on Tuesday, Dec. 27, 1870, commencing at 9 o'clock, A. M.

1. Inaugural Address by the President, A. M. Gow, Superintendent of Schools, Evansville.

2. The advantages of the personal examination of classes by the Superintendent.—W. A. Boles, Shelbyville.
3. Should promotions from one grade to another be made oftener than once a year? If so, how often?—A. C. Storridge, Indianapolis.
4. What are the defects of graded schools?—Sheridan Cox, Logansport.
5. Discussion of miscellaneous topics.
6. Election of officers.

STATE EXAMINERS' ASSOCIATION.—The Examiners' Association will convene in the High School room at 2 o'clock, P. M. The following is the programme of Exercises:

Inaugural Address, Jesse H. Brown, of Wayne county.

"The Wants of our Graded Schools," J. M. Saunders, of Boone county.

"County Superintendency," J. L. Rippetoe, of Fayette county.

"The Examiner's Office—an Efficient Instrumentality," E. Wright, of Monroe county.

"Best method of Grading Teachers—License and Compensation," W. T. Stillwell, of Gibson county.

"Township Teachers' Meetings," W. A. Bell, of Marion county.

"My View of the Examiner's Office," A. C. Goodwin, of Clark county.

Miscellaneous Business.

Each paper or address to be limited to twenty minutes, and to be followed by discussion.

SEYMOUR.—The School Board of Seymour has just issued a neat sixteen page pamphlet of rules and regulations for the government of their schools.

Among other good rules, we find the following on Health and Tobacco: "They shall keep their rooms properly ventilated, and, as nearly as possible, at 65° Fahrenheit. They shall see that their pupils do not sit in a draft of cold air; that they do not endanger their health by unnecessary exposure; that they do not engage in dangerous games; and that they have suitable indoor exercise when the weather is too inclement for the usual recess. No teacher, pupil, or employee, shall use *tobacco in any form* inside of the school building, nor smoke inside of the school grounds."

If the public schools of our State shall steadily go forward against tobacco, twenty years hence will give us a generation of men using fifty per cent. less than the present. Noble work! saving a half million of dollars annually!!

EXAMINER J. B. McDonald, of Whitley county, has been chosen a member of the Legislature. Mr. M. is an earnest worker, and a warm friend of education, hence we believe he will do a good work in educational legislation. We hope he may be placed on the educational committee.

THE *Temperance Wreath*, by Hardin & McCormick, Bedford, has been changed to a literary magazine of thirty-two pages. The first number promises well.

INSTITUTES.

THE ADAMS COUNTY INSTITUTE enrolled 64 members. A resolution was adopted favoring uniformity of Text Books. An able and scholarly address was delivered by Rev. R. A. Curran. Examiner Bollman, Prest. Wm. Banghman, Sec'ry.

THE WABASH COUNTY INSTITUTE enrolled one hundred, says a correspondent; eighty of these were gentlemen. Where are the ladies in Wabash? A moderate list of subscribers was obtained for the Journal by Mr. Mills, of Wabash High Schools. Thanks to Mr. Mills and the scribes.

THE FULTON COUNTY INSTITUTE enrolled about fifty. On the prohibition of tobacco from the school-room, they voted thirty for prohibition and twenty against. We gravely suspect some of these teachers to be in the condition of the Dutch justice, before whom was brought a culprit charged with intoxication from wine. After an elaborate trial and clear proof of guilt, he pronounced the penalty as follows: "I fines you shust notin at all; I drinks a leetle wine mine self." The Institute was carried on without the aid of any foreign help, and, at the end of the week, the teachers felt that time had been spent pleasantly and profitably.

From among the resolutions passed, we select the following:

Resolved, That the Educational Interests of Fulton county require, and we therefore recommend the purchase of a copy of Webster's Unabridged Dictionary for each school district, by the Trustees of the several townships.

2. That we tender our sincere thanks to our County Examiner, Prof. W. H. Green for the efficient and gentlemanly manner in which he has conducted the exercises of this Institute.

We learn that the Examiner, W. H. Green, is doing a good work for the schools of his county. He spends all his time in them during the winter. This is as it should be. We regret that Examiners, who give their time to the work, can not be better paid.

REPORTS OF SCHOOLS.
WABASH.

1870.

Average number belonging.....	449	462
Average daily attendance.....	413.555	428.1
Per cent. of daily attendance.....	92.29	92.29
Number of pupils tardy.....	8	10
Number of cases of tardiness.....	11	10

PLEASANT BOND, Supt.

THE Elkhart schools are doing well under their new superintendent, J. K. Walla.

THE Jackson county teachers keep up a monthly association.

THE next term of the State University opens January 2.

SUGGESTIONS TO YOUNG TEACHERS—II.

Dear Young Friends—In my last, we parted on your first morning of school. You have seen, thought and experienced some things since that time, possibly suffered some. If, as assumed, this be your first school, your experience has been varied; sometimes you have been hopeful, sometimes depressed, almost discouraged. Such an experience is not peculiar to you, nor even to the teacher; it is common to men entering a new field in almost any calling. Friction is strong in new machinery, and skill and knowledge are wanting in the operation. That which may give a day's worry to the new operator, will scarcely arrest the attention of the veteran worker.

This is the beautiful law of habit—what we do often, we at least do with skill and ease, scarcely conscious of effort. Therefore take courage.

CLASSIFICATION.

One of the things that give trouble in opening school, is classification. To attempt a formal examination of every pupil, is to open a work of two or three days. This leaves much of the school unemployed, ready for mischief, just at a time when mischief may be fatal to the reputation of the teacher. More, it opens the way for complaints of parents. An inconsiderate parent says my son has been in school three days and not recited a word. This remark is caught up by another thoughtless one, and thus it goes humming like a bumble bee through the entire neighborhood. To avoid the above and other evils, and to secure a more accurate classification, I propose

AN EXAMINATION BY MEANS OF RECITATIONS.

To accomplish this, place all the pupils so far as practicable in the classes in which they belonged when they were last in school. If there be no records showing the classification, the statements of the pupils will suffice. Under this arrangement, the whole school may be at work in less than one hour after the first tap of the bell on the first morning of school. This arrangement, must of course be accompanied with the distinct statement that this assignment to classes is for examination only, hence fixes nobody's place. No one must be allowed to suppose that he gains "squatter sovereignty" in a class by this temporary occupation.

The above done, the examination begins with the first recitation. You ask questions, call for principles, definitions, or antecedent facts, or aught else necessary to help you to right conclusions concerning any pupil or pupils. You repeat this in each recitation, for three, four or five days with each class, keeping a memorandum of each pupil's work, and at the end of this time, you can with much certainty assign each pupil his place. Thus you have secured two important results—thoroughness of examination, and constant work from your pupils. Viewed on all sides, I know of no method so good as this. I hope you will all try it in your next schools.

After examination and the formation of your classes, you should at once make out a

PROGRAMME OF EXERCISES.

This should specify every exercise of the day, naming each and fixing

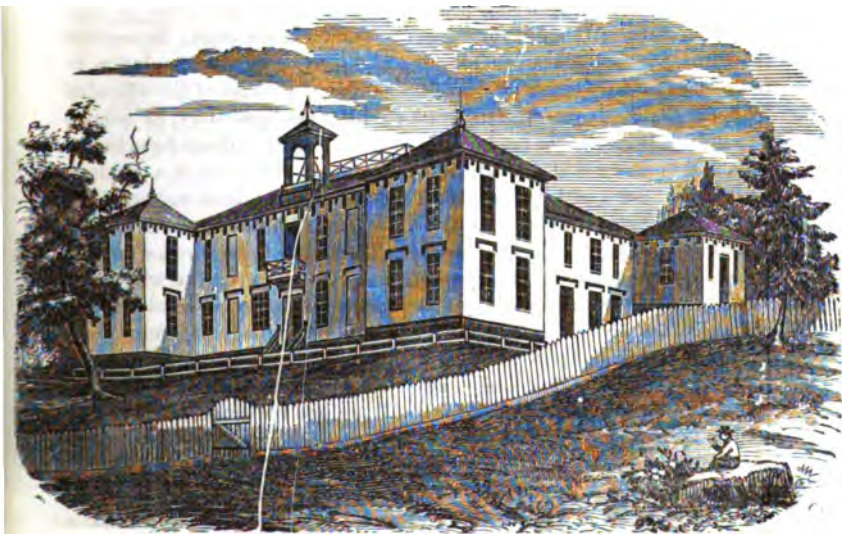
the time of the same. When made out, it should be placed on the black board, or in some other place visible to school and teacher, and then the exercises should be made to conform strictly to it. It should be a time table to run the school by.

To avoid friction, it will be well to leave a little margin at certain points, say two, three, or five minutes. It will also be well to provide a short period for miscellanies. Thus you prevent interferences with your regular recitation, by carrying all irregular and collateral work down to its appropriate place in "miscellanies." If a laggard is to have extra instruction, carry to miscellanies rather than protract the recitation beyond its time; and if a boy is to be disciplined, carry to miscellanies rather than trench on the time of the next recitation. As above said let the programme be a time by which you run your school. You and your pupils will thus be trained to regularity and punctuality.

SCHOOL HOUSE-KEEPING.

Good house-keeping wherever found is a highly commendable attainment. Many happy homes show this attainment in perfection, but school houses less frequently. If school houses could be allowed to speak, the language of many would be, "we are badly kept," and of others, "we are not kept at all." Proper school-house-keeping will always give prominence to two elements, *neatness* and *comfort*.

For want of space, the presentation of this subject must go over to our next, but in lieu thereof I present a cut of a neat and seemingly well kept house.



A neat house is an eloquent sermon on neatness. Wishing you a happy, very happy New Year, I remain your friend,
SENEX.

LAWRENCEBURG.—Report for month ending November 24, 1870:

Enrollment.....	486
Average belonging.....	512
Daily attendance.....	401
Per cent. of attendance on average belonging.....	95.6
Number not tardy.....	440
Number not absent.....	274
Neither tardy nor absent.....	200

E. H. BUTLER, Supt.

SEYMOUR.—Report for month ending November 11, 1870:

Enrollment.....	562
Belonging.....	493
Average daily attendance.....	464
Per cent. attendance.....	94.75
Time lost by absence, excused and unexcused, days.....	623
Per cent. punctuality.....	98.55
Number neither tardy nor absent.....	105
Number visitors.....	13

J. C. HOUSEKEEPER, Supt.

THE TURN OF LIFE.

Between the years of forty and sixty, man who has properly regulated himself may be considered as in the prime of life. His matured strength of constitution renders him almost impervious to the attacks of disease, and experience has given soundness to his judgment. His mind is resolute, firm and equal; all his functions are in the highest order; he assumes the mastery over business; builds up a competence on the foundation he has formed in early manhood, and passes through a period of life attended by many gratifications. Having gone a year or two past sixty, he arrives at a critical period in the road of existence; the river of death flows before him, and he remains at a standstill. But athwart this river is a viaduct, called the "Turn of Life," which, if crossed in safety, leads to the valley of "old age," round which the river winds, and then flows beyond without a boat or causeway to effect its passage. The bridge is, however, constructed of fragile material, and it depends upon how it is trodden whether it bend or break. Gout, apoplexy and other bad characters are also in the vicinity to waylay the traveler, and thrust him from the pass; but let him gird up his loins, and provide himself with a fitting staff, and he may trudge on in safety with perfect composure. To quit metaphor, the "Turn of Life" is a turn either in a prolonged walk, or into the grave. The system and powers having reached their utmost expansion, now being either to close like flowers at sunset, or break down at once. One injudicious stimulant, a single fatal excitement, may force it beyond its strength; while a careful supply of props, and the withdrawal of all that tends to force a plant, will sustain it in beauty and in vigor until night has entirely set in.

—*The Science of Life, by a Physician.*

CENSUS.

So interesting are population figures to all, and so specially interesting to teachers and students of geography, that we feel justified in inserting the following, even though not absolute in accuracy. The authentic figures will probably not vary these much.

[Wash. Cor. Chicago Tribune.]

CENSUS OF THE SOUTH AND WEST.

Appended is a table of figures as nearly correct as the heads of divisions at the census bureau can at present state them. It may be inferred that they are nearly absolutely correct.

It will be observed from this table that Kansas has fallen short of Senator Pomeroy's prophecy about 250,000. The population of Louisiana disappoints the expectations of the marshals themselves. Missouri exhibits a very marked increase. Texas is, perhaps, more doubtfully stated in this table than any other State, and is put in general numbers.

This is a first statement, and it was sent to the treasury to guide the apportionment of the new currency among the States.

POPULATION OF THE SOUTHERN AND WESTERN STATES.

Population.			Population.		
States.	1870.	1860.	States.	1870.	1860.
Alabama	1,002,000	964,201	Minnesota.....	460,037	172,028
Arkansas	486,103	435,450	Mississippi.....	834,199	791,304
California.....	556,208	369,994	Missouri	1,703,000	1,182,012
Delaware.....	125,000	112,226	Nebraska.....	205,000	28,841
Florida	180,995	140,524	Nevada.....	41,900	6,857
Georgia.....	1,185,000	1,957,286	North Carolina..	1,972,000	992,622
Illinois.....	2,540,216	1,711,951	Ohio.....	2,675,468	2,339,511
Indiana.....	1,668,169	1,350,428	Oregon.....	110,000	52,465
Iowa.....	1,177,515	674,903	South Carolina..	735,000	703,708
Kansas.....	354,182	107,206	Tennessee.....	1,258,326	1,109,801
Kentucky.....	1,323,264	1,155,684	Texas	850,000	604,215
Louisiana	716,394	708,002	Virginia	1,209,607	1,596,318
Maryland	780,000	687,049	West Virginia...	447,943	
Michigan.....	1,184,158	749,113	Wisconsin.....	1,052,266	775,881

IN next number, we design opening a *Querists' Department*. This will be devoted to asking and answering questions. All are invited to take part, sending questions first, and afterward answers to questions proposed. Please let us have your questions for next number. If there is anything you don't know (and it is presumed there may be one or two things yet unknown to you), send it up for somebody to answer. By this means, the young and inexperienced will be aided by the older or more experienced.

SUPERINTENDENT Boise, of the Gosport schools, is introducing the temperance and tobacco pledge among his pupils. When last heard from most of them were pledged, not excepting the children of the saloon-keeper.

Here is the place to begin: As "the twig is bent, the tree is inclined." "Train up a child in the way it should go, and when he is old he will not depart from it." Let the work go on.

THE PHILOMATHIC BADGE.—I am in receipt of a very elegant "*Philomathic Badge*," invented by Ann C. Hartwell, a very successful teacher of Michigan City. She represents it as having been used with great success in the schools of that city, and it is spoken of very favorably by the School Trustees. It consists of a silver pin about the size of a quarter dollar, with *Philomath* in bold letters. It is worn by him or her who attains merit and is lost by demerit. The cost is fifteen cents each. Address Ann C. Hartwell, Michigan City. I can commend it to teachers for a fair trial. It merits success. B. C. HOBBS, *Superintendent of Public Instruction*.

PHILOMATHIC SOCIETY—"EXCELSIOR."

Entered according to Act of Congress in the year 1870, by A. C. HARTWELL, in the Office of the Librarian of Congress, at Washington

THE OBJECT OF THIS ORGANIZATION IS—

FIRST—To establish a system of school government, aidant to Teachers, attractive to Pupils, and approved by Parents.

SECOND—To stimulate the ambition of pupils to attain the highest standard of scholarship.

THIRD—To enlist the interest and co-operation of Parents in the school lives of their children, by making them cognizant of their true standard, by the Philomathic Badge and its grade of colors.

Upon organizing this Society each pupil is to sign his name to the following pledge, subject to the following rules, and receives the beautiful medallion Philomathic Badge, silver plated on albata, representing an open book encircled by the word *Philomath* and a laurel wreath.

This Badge is to be worn on the left side of the chest, and is fastened to the garment by a spiral pin so arranged as to obviate all danger of its being lost.

At the close of each month of the first term the standard of every Pupil is to be reported by the Teacher, and those having 70 pr. ct. in the scale of 100 shall receive the first degree of promotion, the insignia of which is a green ribbon two inches in length and one-fourth in width, to be fastened to the pin of the Badge.

Pupils falling below 70 pr. ct. shall forfeit their Badges till the close of the second month, or until such time as the required standard may be reached, and can only be promoted after having retained them one month, and thereby entitled to them for the succeeding one.

At the close of the second month a red ribbon is to be added to the green, and at the end of the third month a purple added.

After pupils attain the third promotion the standard for them is to be raised to 80-100 for the balance of school year, and they are to wear these three colors—unless forfeited—attached to their Badges for the ensuing three months; and at the close of the sixth month they shall be entitled to the highest promotion of the Order, and exchange these colors for a *Mazarine* blue ribbon an inch in width and three inches in length, the insignia of **MOST WORTHY PHILOMATHS**.

In towns where six months constitute the school year pupils having received three promotions may be admitted to the order of M. W. P. at the close of the fifth in place of the sixth month.

If at the close of any month during the school year a pupil falls below the 70 pr. ct. standard he shall forfeit his Badge and colors, only to be regained in the regular order above described.

PLEDGE.—In becoming a member and receiving the Badge of this Organization, I cheerfully promise compliance with the laws and regulations of our School, and will endeavor to be punctual in attendance, circumspect in deportment, studious in learning, and diligently strive to prove a worthy member of the Philomathic Society

A B R O A D.

THE IOWA SCHOOL JOURNAL comes with an improved appearance.

THE KANSAS NORMAL SCHOOL has enrolled within the year just closing two hundred and forty students.

PROF. ROBERT KIDD, of our State, has been elected Professor of Elocution in Bethany College, West Virginia.

AN Academy of Science, with a membership of fifty, has recently been opened in Baltimore.

THE Connecticut Teachers' Association, at its recent session, resolved to re-establish the *School Journal* of that State.

CONGRESS, at its last session, appropriated \$30,000 for the establishment of a Winter Garden at New York or Washington.

THE *Rhode Island School-Master* says Boston employs four head masters at a salary of \$4,000 each, one head master at \$3,500, forty-one masters at \$3,000 each, thirty-nine sub-masters at \$2,400 each.

FIVE hundred students have already enrolled themselves in the College of Mechanic Arts in the University of California. This is a more convincing argument than a whole speech in proving the desire of the people for practical education. The everyday laborer wants to know how he can make the burdens of life lighter.

The Legislature of California has, by legal enactment, declared equality of wages between the sexes for like grades of instruction.

V A R I E T I E S.

THE most satisfactory kind of "golden wedding," is to marry half a million.

IT is a question for the literati to decide whether "Hogg's Tales" were written with Pig's pen.

'Tis with our judgment as our watches, none go just alike, yet each believes his own.—*Pope*.

THE fellow who took a drink from a bottle of mucilage, has complained of feeling "stuck up" ever since.

SO LONG as the French eat toads, and the Chinese rats, there is no accounting for tastes. Esthetically, *de gustibus non disputandum*.

WE editors, presumedly modest, use the pronoun we instead of I, that we may not appear egotistic. By this means we avoid egotism, but run straight into *wegotism*.

BOOK TABLE.

ELOCUTION: The Sources and Elements of its power. A text book for schools and colleges, and a book for every public speaker and student of the English language. By J. H. McIlvaine, Professor of Belles-Lettres in Princeton College. New York: Charles Scribner & Co. 12 mo: pp. 406.

In our opinion, this work has merits beyond the indication of its title. It might, without assumption, have been called the *Philosophy* of Elocution. In no work, of recent publication, have we seen the principles of elocution so fully and so methodically presented. In fullness, it seems exhaustive within the bounds of the practical. In method, it may, without adulation, be pronounced admirable. The order of the subject is severely philosophic; mental conditions first, expression afterwards. Thought and feeling give expression whether vocal, facial or bodily, hence should have precedence in investigation. The method of presentation on the page is equally commendable. The principle is presented as a distinct paragraph, and in italics. This arrests the attention, and greatly aids the memory. The discussion follows in plain type, giving the reader a sharply lined division between principle and comments, text and sermon.

So meritorious is this work that we believe no speaker, unless blessed with a life-long experience, can read it and not be benefited. Ninety-nine out of every hundred of our better class of speakers, so far as we have heard them, would be signally benefited by reading this work, and *practicing* its teachings. It is worthy of a wide circulation.

THE OPEN BIBLE, or the Hand of God in the Affairs of Men, illustrating prophetically and historically the great contest between the Gospel and its enemies. By Joseph F. Berg, D. D., author of "The Jesuits," "Church and State," etc. New York: published by J. W. Rhode & Co. 8vo: pp. 430.

As indicated in the title, this work illustrates, at many points, "the great conflict between the Gospel and its enemies." To present this conflict, the work necessarily takes the historic form. Hence, it gives its glimpses—sometimes luminous glimpses—of the contests fearful and bloody between Christianity and its opposing powers. This includes, among many other contests, the Siege of Jerusalem; the Persecutions of the early Christians; the Christian Martyrs; the Reformation; the Massacre of St. Bartholomew; the Settlement of the Puritans in America; the aggressions and cruelties of Catholicism in Rome and elsewhere. These are all subjects of deep and abiding interest to the lover of his Bible and his kind. Some of the themes treated here furnish the most thrilling chapters in the history of our race. All should know something of them either through this or kindred volumes. The discussion is not brought down to the present time, hence, does not touch the recent contests between the Bible and its enemies in the public schools of this country. The work is elaborately illustrated; the paper is firm and fair, and the type clear.

NEW CYCLOPEDIA OF ILLUSTRATIONS, by Rev. Elan Foster, with an introduction by Stephen H. Tyng, D. D. New York: W. C. Palmer, Jr., & Co. For sale by J. H. V. Smith, City Book Store, Indianapolis.

The above is a well bound book of 700 pages, containing more than 6,000 illustrations from more than 500 different authors. It embraces mythology, legends, parables, metaphors, allegories and proverbs; also classic, historic, and religious anecdotes.

These are particularly adapted to religious instruction, and will be a valuable aid to preachers, and also teachers, whether in the Sabbath school or week-day school. In teaching, there is nothing that so readily claims the attention, and so surely fixes the thought, as an apt illustration or a pointed anecdote. Out of the great number given, it is almost impossible to go amiss for an illustration just in point, it matters not what the subject may be. It will make a valuable and valued addition to any library. *

THE SOCIAL STAGE, by George M. Baker. Boston: Lee & Shepard.

This book contains a collection of original dramas, comedies, burlesques and entertainments for home recreation, schools, and public exhibitions. Many of them were written at the request of instructors of public schools, committees of literary societies, and, having been performed successfully, have received the mark of public approval. They are written in a lively and pleasing manner, and can be presented at little or no expense. Their preparation and production will afford pleasant and profitable employment for the long winter evenings. *

THE HOUSE ON WHEELS, by Madame De Stoltz. Translated from the French by Miss E. F. Adams. Boston: Lee & Shepard.

This interesting little book is well worthy a translation, and we are glad it has been placed in the hands of American boys and girls. The story is that of a boy who was stolen from his parents and carried away by a fierce, rough man, who subjected him to hardships of every kind. All his troubles were the result of disobedience, and he realized, when too late, that his parents knew better than he what was best for him. Every reader, whether old or young, can gather, from its perusal, pleasure and a useful lesson. *

DR. A. BASKERVILLE'S Practical Course for Germans to study English: Revised for use in America, by G. Fisher. New York: E. Steiger, 1870.

The name of Dr. Baskerville is well known in the German English Literature. In his "Poetry of Germany," he presents to the English reader a masterly translation of the best of German poems. His "Practical Course for Germans to study English," is generally used in Germany, and has reached the twelfth edition. This last work, enlarged and revised, is, for the first time, published in America, and excels, by far, the original. The same in plan and arrangement, it is totally changed in regard to the treatment of grammar, exercises, examples, etc. The reviser, a German, who has a thorough knowledge of the English language, knows, by experience, the difficulties that Germans have to overcome in mastering the

foreign tongue, and leads the student with great clearness and practical ability from the beginning, step by step, into the treasures of English literature.

The book is a great assistance to beginners in learning the most difficult part—pronunciation—and is most skillfully illustrated. The failure of the majority of previous works on this subject are, that they have brought particularities from the German into the English language, and *vice versa*, this is here avoided.

It does not perplex the scholar with too many technical rules, but teaches the language by a series of exercises, containing a collection of well chosen phrases, idioms, etc., accompanied by precise and distinct explanations. This part is followed by another, enabling the scholar to review the language on a thorough grammatical basis.

The publishers deserve the thanks of the many Germans, visiting America, who will find in this volume a valuable friend. *

BARTHOLOMEW'S SYSTEM OF DRAWING: Woolworth, Ainsworth & Co., 51 John St., New York: 111 State St., Chicago.

This is a graded system of drawing, commencing on the slate in the Primary grades, and extending to—perfection. In the lower grades, dots and lines, variously combined, are represented on small cards. Children copy these on their slates. In the more advanced grades, books are used. The grading seems to be complete, each lesson preparing the way for the next one higher.

We are much pleased with this system, and feel sure it will come in for its full share of patronage.

Bartholomew's slates, with rubber cushions to prevent noise, can but please every teacher. See advertisement in December number. *

The *Atlantic Monthly* still continues to muster in its corps of contributors some who hold the sharpest and most flexible pens of that honorable body, American Magazine writers. We suppose, like all periodical publications, it has to trim between popular favor and merit. Leaning, at times, a little strongly to the favor side, it dips toward the "story" element.

Notwithstanding this, every number has an article or articles which have lost heft and edge. Published monthly by Fields, Osgood & Co., Boston: \$4 per annum; single numbers, 35 cents.

Lippincott's Magazine started with a bracing air of the practical and instructive, its articles often square and solid. But it, like others, can hardly be expected to be above influences exterior to self: it has popularized. It is attractive, some of its articles having a fine literary finish. It is doubtless pressing its older competitor strongly, both for worth and favor. Published monthly by B. Lippincott & Co., Philadelphia: \$4 per annum.

The *Phrenological Journal* is direct and didactic. It deals with the toughest problem of life—self. It touches the reader in his opinions, appetites, desires, heart, brain, stomach, points in which self is asserted most strongly. It shows how he may know himself better, if he will; then rule

himself better, if he is strong, and develop himself better if he is wise. No one can read this work without great profit. Published monthly by S. R. Wells, New York : \$3 per annum.

FOURTEEN WEEKS IN GEOLOGY, by J. Dorman Steele, A. M., Ph. D. A. S. Barnes & Co., New York and Chicago. Price \$1.50 : pp. 280.

To those familiar with the previous volumes of this Fourteen Weeks' series, it is not necessary to commend the style of this last, and if we are not mistaken, best book of the course. Mr. Steele has a wonderful faculty of selecting from the great mass of matter accumulated in the various departments of science, just those things which are most interesting and, at the same time, most profitable. His style is clear and graphic. This volume is beautifully and aptly illustrated. The book is not exhaustive by any means, but for a class that can give but one term to the subject, we know of none better.

SCRIBNER'S MONTHLY.—The Holiday number of this very popular monthly is before us. It is gotten up in the best of style, is beautifully illustrated, and contains much excellent reading matter. The conductor of this Magazine is J. G. Holland, better known to many of our readers as Timothy Titcomb. The list of contributors announced, and the known ability of Mr. Holland, insure its success beyond a doubt.

THE AMERICAN SUNDAY SCHOOL WORKER; published by J. W. McIntyre, St. Louis, is a monthly of some thirty pages, devoted to the cause of Sabbath Schools. A lesson for every Sabbath in the year is planned and illustrated. It will be of great service to any Sabbath School Superintendent or Teacher.

WHEN the JOURNAL and TEACHER were united, it was stipulated that the term "Teacher" should be retained until the close of the year 1869. This stipulation having been fully met, and our title being cumbersome, the term "Teacher" will hereafter be omitted.

THE LADIES' OWN MAGAZINE has added a Fashion Department. The author wants it distinctly understood, however, that it is not to degenerate into a fashion magazine only. Good.

THE Wisconsin *Journal of Education* has been resurrected. Supt. Fallows, and Asst. Supt. Pradt, are the Editors.

IF there is a better weekly than Harper's published in the United States we have not seen it.

THE Five Dollar Sewing Machine purchased by me, January, 1866, from the Family Sewing Machine Company, on Nassau st., N. Y., has been in almost constant use ever since. It has not been out of order once, has cost nothing for repairs, and I find it simple and reliable in operation, and always ready to sew. Those friends of mine who use them with the new improvements, are very much pleased. The one I have I would not part with.

MRS. ANN W. CUTHBERT,
428 West 36th St. N. Y.

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INDIANA SCHOOL JOURNAL.

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FEBRUARY, 1871.

No. 2.

PROCEEDINGS OF THE INDIANA STATE TEACHERS' ASSOCIATION—SEVENTEENTH SESSION, HELD AT TERRE HAUTE, DEC. 27, 28, 29, 1870.

FIRST DAY.

HIGH SCHOOL ROOM, STATE NORMAL BUILDING, }
TERRE HAUTE, Dec. 27, 1870. }

THE Association met at half-past seven, P. M. In the absence of the President, Vice-President W. A. Bell was called to the chair.

Prayer was offered by Rev. Milton Hopkins, of Kokomo.

Secretary elect being absent, J. K. Walts, of Elkhart, was appointed Secretary, and H. L. Rust, of Pendleton, and Mrs. Cox, of Logansport, Assistants.

J. B. Demotte, of LaFayette, Miss Goulding, of Evansville, and Mrs. Starr, of Terre Haute, were made a railroad committee; and Mr. Greenwalt and Misses Scroll and Meisep-helter, an enrolling committee.

On motion a committee of five was appointed to recommend amendments of the School Law to the State Legislature. Committee—Messrs. Hobbs, Brewington, Boyce, Shortridge, Gow, and Jones.

On motion of Mr. Wiley, Messrs. Walts and Lee and Miss Cropsey were appointed a committee to aid persons wishing to employ teachers.

Messrs. Smith, McRae, and Button, and Miss Hobart and Mrs. Oren were made a committee on resolutions.

After a short recess, His Honor, Mayor Cookerly, was introduced and in fitting words welcomed the teachers to the

city and to the hospitality of the people. He drew a contrast between the schools of the present day and the schools at the time when he first came to Indiana, some thirty years ago. He expressed great love for the present school system in Indiana, and gratitude to those who had inaugurated the same. He paid a high compliment to the teachers of the State and showed by his earnestness that he felt a deep interest in the cause of Education.

Hon. B. C. Hobbs was called for and responded to the welcome speech.

He said: It is our privilege once more to come together and hear the friendly words of welcome. Each comes with his budget of learning and fraternal feeling.

Citizens of Terre Haute; the words of welcome which have been uttered in your behalf, have been addressed to appreciative minds.

We have a guarantee of your high appreciation of that thorough training which fits the teacher for his high calling, in your securing in your midst the edifice in which we are assembled.

We bear great love to such instrumentalities as are here found for fitting the mind and heart for the great work of training the 620,000 of immortal intelligences that are ultimately to control the social, civil, and religious institutions of our land. We come to this city feeling that your interests are in harmony with ours, and that our work is one on which hang the prosperity, wealth and happiness of the world.

We are here to solve the unsolved problems. Is the teacher adequately paid?

Is not the Primary School taught too many hours in the day?

What shall we do with truants?

Compulsory education?

What should be the work of County Examiners?

What should be the proper course of study for the High School?

And what harmony should exist in the course of study in the High School and College?

Should women have salaries equal to men? These are some of the unsolved problems.

We, the teachers of Indiana, rejoice that another anniversary has found us at this place.

May we live long to see the Common School, the High School, the College, the Normal School and the University a grand system, complete in all its parts, and reciprocal in all its influences, sending its blessings not only to the cities and incorporated towns of the State, but to the most retired cottage of the forest.

After the recitation of a poem by Prof. Alcott, the Association adjourned to nine o'clock next morning.

SECOND DAY.

WEDNESDAY MORNING, Dec. 28.

Association met at nine o'clock.

After prayer by Rev. Mr. Wright, of Bloomington, the President elect, D. Eckley Hunter, of Peru, was introduced, and proceeded to read his inaugural address.

He said he assumed the duties of the presiding officer in obedience to the call of the Teachers of the State, but he feared he would disappoint his friends. When one is called to a work, he should ask himself, not "What shall I do?" but "How shall I do this work?" When Col. Clark, in February, 1779, came to the icy swamps of the Wabash, and his half-frozen men almost refused to advance, he did not ask, "What shall I do?" for that was already decided, but "How shall I do it?" The result was the capture of Vincennes. The manner of doing a work is frequently of more importance than the fact itself, as exemplified in the discovery of the source of the Nile, the exploration of the interior of Africa being more important than locating the source of the river.

As those thoughts are greatest which lead to other thoughts; so those deeds are greatest which lead to the performance of other and greater deeds—deeds which decide the temporal and eternal welfare of man. In business, a man adopts that manner of conducting it which will secure the most money.

He then applied this idea to the affairs of the school room. Parents under-estimated the effect of an occasional absence upon the pupil's progress; thought that tardiness was unimportant, unless a recitation were lost. School duties are the child's most important duties, and the way he performs his

part in youth will be the way he will perform the active duties of life.

Teachers should not teach isolated facts, but how they are related to each other, and thus show the pupil how he may learn many other important facts; in fact, teach him to think, and he will carry the key to the store-house of knowledge. The teacher must think upon his subject till he is perfect master of it; must think how to present it to the pupil—how to proceed step by step, till the goal is reached.

Teachers too frequently use language beyond the comprehension of pupils; they explain the solution of the text-books, and older brothers and sisters must explain the teacher's explanation.

Education must be symmetrical. One who does not think is eccentric, and always exposes his weak points. Thought exalts and lightens labor. Tyranny can find no quarter in the ranks of thinking men.

The speaker then passed to moral culture. Education will bring joy or sorrow, according as the morals are cultivated or neglected. If the morals are corrupt—the greater the education of the mind, the more extensive the influence for evil; and he may

“Do all that mind, assisted, most can do,
And yet in misery live, in misery die,
For wanting holiness of heart.”

No good man lives to himself; he lives and labors to benefit others—laboring not necessarily in public life, but even in obscurity. Did the mother of Abraham Lincoln labor for herself, or even for her son, alone, when by the firelight she taught her seven year old boy to read? Education, then, should be symmetrical—mental, moral and physical should each receive attention.

He concluded by exhorting the teachers to study their work well, not only in the text-books, but in the school room, in the minds of the pupils; to study as they will wish they had when called to render a final account at the Last Great Day.

“Give your heart to your duty, and strike for your life,
And with every stroke hit the nail on the head.”

After a recess the minutes of previous evening were read and approved.

On motion of Mr. Shortridge, Messrs. Smart, McRae and Brown were added to the committee on constitutional amendments looking toward the further amendment that the Association be divided into two or more sections.

J. B. Demotte then read a paper on "What are we as Teachers?" He spoke of the different kinds of teachers, and their motives for teaching. Children are very teachable. It is easier to lead than to drive the child through a school curriculum. No one should be satisfied with medium success in anything, much less in teaching. People and customs change. The iron rule of olden time is not suitable for the present age. A new order of things is called for. A practical education is demanded.

Mr. Boyce reported the resolution passed by the Superintendents' Association, recommending that the Association be divided into sections for special work. Referred to committee on constitutional amendments.

Dr. Gregory being present, was called for, and made a brief speech relative to keeping children in primary schools, as at present. He thought three hours a day was long enough to keep small children in school. Experience shows that the child will make as good progress by attending school three, as six hours. Children do not study six hours. They do not know how to study. Six hours are too great strain on the health. He would have a sound mind in a sound body. He would relieve the teacher, and give pupils an opportunity to exercise their muscles.

The subject was further discussed by Messrs. Shortridge, Dunham, and Crawford.

Mr. Gow, Chairman of Committee on Constitutional Amendments, read the following report :

ART. 1. A nominating committee shall be constituted, which shall consist of one member from each Congressional district of the State.

ART. 2. That each member of said committee shall be nominated by some member from his district, and when they are so nominated they shall be confirmed and approved by the Association. If any Congressional district has no representative in the Association, that district shall not be represented on the committee.

ART. 3. That said committee shall nominate the officers for this Association, and that said nominations shall be subject to confirmation by the Association, when reported by the committee.

ART. 4. It shall be the duty of the Executive Committee to prepare a programme of exercises for one or more half days of the session of this Association, for separate work in the following sections:

1. Primary section.
2. Superintendents', Principals', and Examiners' section.
3. Collegiate and High School section.

ART. 5. Everything in the Constitution inconsistent with these articles shall be repealed.

Mr. Shortridge moved the report lie on the table, to be taken up in the afternoon.

After announcement of the programme for the afternoon, the Association adjourned to meet at 2 P. M.

AFTERNOON SESSION.

Association called to order by President.

Constitutional Amendment was taken up.

On motion that part relating to the election of officers was adopted.

Mr. Brown moved to amend Article 4, so as to make two sections—Primary and Higher.

Discussed by Messrs. Bell, McRae, Shortridge, Vater, Smart, McLain, Holmes, and Gow.

Mr. Brown withdrew the amendment. The original article adopted.

After a short recess the Association enjoyed some excellent music, by Messrs. Loomis and Paige, Mrs. Merrill and Mrs. Crary.

Next was the reading of *Teachers' Journal* by Mrs. Clark and Mrs. Moore, of Terre Haute. The paper called *The Prairie Bird* was printed and after the reading, was offered for sale.

The Association then adjourned to meet at 7 P. M., at Dowling's Hall.

NIGHT SESSION.

At 7 P. M. the Association was called to order by the President.

On motion, a committee to nominate officers for the coming year was appointed, consisting of one member from each Congressional District.

The following were appointed from the districts represented in the Association:

First District—Mr. Zeller, Evansville.

Third District—Miss Kendall, Madison.

Fourth District—Jesse Brown, Richmond.

Fifth District—A. C. Shortridge, Indianapolis.

Sixth District—George W. Lee, Bloomington.

Seventh District—T. L. Evans, Lafayette.

Eighth District—J. L. Stoner.

Ninth District—H. S. McRae, Muncie.

Tenth District—J. K. Walts, Elkhart.

On motion, A. C. Shortridge was appointed Chairman of the committee. He called a meeting at 8 o'clock A. M. next morning.

Dr. J. M. Gregory, of the Illinois Industrial University, addressed the Association upon Science—showing, in a clear and logical manner, the successive stages of advancement in science, from the earliest school of philosophy up to the present time, and its effects upon mankind.

At the conclusion of this most interesting address the Association tendered Dr. Gregory a vote of thanks for his very able and interesting address.

On motion, the Association adjourned to meet at 9 o'clock next morning in the Normal School Building.

THIRD DAY.

THURSDAY FORENOON.

Association met at 9 o'clock.

The opening exercises were conducted by Prof. Hoss, of the State University.

The minutes of the previous day were read and approved.

The committee on officers reported as follows:

President—A. M. Gow, Evansville.

Vice Presidents—J. H. Smart, Fort Wayne; Miss Frank Kendall, Madison; E. P. Cole, Greencastle; G. W. Hoss, Bloomington; Miss Clara Graff, Terre Haute; Jason L. Repetoe, Connersville; Walter S. Smith, Battle Ground.

Secretary—Mrs. Emma M. McRae, Muncie.

Treasurer—Mrs. Bessie G. Cox, Logansport.

Executive Committee—Wm. A. Bell, Indianapolis, Chairman; Wm. A. Jones, Terre Haute; H. H. Boyce, Gosport; Thomas Holmes, Merom; Miss N. Cropsey, Indianapolis; D. E. Hunter, Peru; J. H. Housekeeper, Seymour.

Miss A. P. Funnelle, of the State Normal School, read a paper giving as her reasons for not conducting a class exercise, that such would not be a profitable use of the valuable time of the Association.

First—What is the good to be gained by a class exercise?

Second—Is the good commensurate with the expenditure of nerve on the part of those who give the exercise, of precious time and opportunity on the part of the Association?

The idea of a Teachers' Association *must* be to furnish to those who need it a suitable model for imitation, a fair example of the art of teaching.

The teachers of this or any other Association may be divided into two classes. Of the first are those who go into the school-room with an idea, more or less definite, of the results they wish to gain, and who depend upon observation and experience alone for a knowledge of the methods of gaining those results. The height of their ambition is to teach as successfully as A or B, the best teachers they know. They are but imitators in the art of teaching, not true artists.

Those of the second class have passed through the stage of professional attainment, in which the first are found, and start now on the higher, broader plane of professional science.

They ask, not *how* does the best teacher I know conduct his school, nor simply *what* does experience show is the best method for this or that study, but what is the nature of the mind upon which I work? What results are possible, and what are the laws controlling mind, and which must, therefore, determine both results and methods.

The ambitious needs of men are greater than their individual powers, and each Association is but an acknowledgment of this depravity, and an appeal from the weakness of the individual to the strength of the many. But the repetition of individuals is not multiplication of strength or of power until the many become one. Every teacher holds a

sacred trust, committed to him by the people, to whom he is amenable for the faithful discharge of that trust, and from whom he receives the compensation; it may be, of gratitude, respect and honor, as well as pecuniary reward. How can the wants of this miscellaneous body be met?

Let those whose work is of the same grade and general character organize in separate departments, meet in different rooms, appoint their own committees, for reports, discussion, etc., and for class exercises. Let members be appointed from among their own number to give to those working right along on the same line the benefit of their richer experience, greater skill and clearer application of principles.

Is there a complete and sound system of education throughout the State, and is it in vigorous operation? And if not, why not?

What is the condition of popular opinion on this?

In every village, town and city, the teacher is a centre of influence, more or less strong, healthful, life-giving, which tells directly upon the present and future condition of the State. Do they hold this position? And if not, why not?

Let those who stand head and shoulders above their fellows give us the best that their good brains can render on the problems of our own educational condition and that of others.

Teachers' Journal, by ladies of Indianapolis, was read by Miss Eliza Cannell. The paper was well written and well read. Subjects of the paper, "A Plea for Laziness," "Voice of Sorrow," and "Will the Coming Man be a School Teacher?"

Discussion—"What can teachers of the State do for the Normal School?" Opened by Prest. Jones. He spoke on the following points:

1. Statistics.
2. The field of Normal School work.
3. The wants of the Normal School.

(a) Library. (b) Heating apparatus, according to original design. (c) Means for furnishing and ornamenting the grounds. (d) Cheap boarding facilities.

OBSTACLES.

1. The views that young people hold with reference to the profession of teaching, which are, in a great measure, the legitimate results of public sentiment.

2. Does the 35th section of the School Law reflect the ideas of the people?

3. We, as professional educators, are responsible for the condition of public sentiment.

(A part of this paper published in Journal, to which the reader is referred.)

On motion, Association adjourned to 2 P. M.

AFTERNOON SESSION.

2 P. M.—Association called to order by the President.

On motion of Mr. Gow, the following greeting was sent to the Illinois State Teachers' Association:

To the President and Members of the State Teachers' Association of Illinois, at Decatur:

The Indiana teachers send their New Year's greeting to their brethren of Illinois, and a prayer that their schools may be as fertile as their fields, and that their children may flourish like their corn.

Music by Mr. Loomis—"Ivy Green."

Mr. Hopkins wished his paper put aside for more important matters—amendments of school law. Granted.

On motion of Mr. Merrill, the Association took a recess of twenty-five minutes, to look at the Normal School building.

Music—Duett, by Mrs. Gould and Miss Lang.

The report of the committee on amendments to the School Law was read.

On motion of Prof. Hoss, each article was then taken up in order, discussed and adopted or amended.

The report, as amended and adopted, is as follows:

1. We propose that the laws defining the duties of School Examiners be so amended as to make the per diem for his services not less than five dollars, instead of three; that he receive no fees for the examination of teachers, and that expenses be also allowed him. We would suggest that the Examiner be allowed sufficient time to visit all the schools in the county, and that he be required faithfully to perform said service, making a full report of the same, and furnishing a copy for publication to the papers of his county. We would propose, also, that they be required to examine the accounts of Justices of the Peace, County Clerks, Auditors, Trustees, of the Prosecuting Attorney, and of Commissioners, to ascer-

tain whether fines, forfeitures, unclaimed fees, liquor licenses, etc., are timely and fully collected and reported for distribution, and that he see that the Auditor makes full collections of interest on loans, and that his distributions are fully and rightly made, and that Trustees' accounts are correctly kept and properly reported.

2. That Township Trustees be authorized to levy a special school tax to such limits as are given to taxation in cities and incorporated towns, for building school houses, improvement of grounds, &c. That the School Trustees of cities and incorporated towns, having in operation a system of graded schools, be authorized to examine, or cause to be examined, by a committee, any applicants for the several grades of their schools; that such certificates shall not authorize such teachers to teach in schools without the limits of such corporations.

4. That the State Normal School Faculty be authorized to give two grades of certificates: First, To such teachers as have completed a course appropriate for teaching the eight common school branches, which shall entitle the holder to teach in any of the common schools of the State. Second, To grant certificates for a full Normal course, which shall be the equivalent of certificates granted by the State Board of Education. And that a rate of mileage be adopted by which those attending the State Normal Schools from the different counties of the State shall be made equal in their privileges.

5. That two, three, or four counties be authorized to associate together for conducting a Teachers' Institute, and that Examiners be authorized to draw on the Treasurer of their respective counties to meet the expenses, as they now draw for County Institutes.

6. That a Township School Board be instituted, consisting of the Township Trustees and the Directors for the several districts in the township, who shall be authorized to select and employ teachers for their several districts, to determine supplies of furniture, apparatus, repairs, and what buildings are needful, and in conjunction with the teachers and School Examiners, to determine what text-books shall be used in the several schools in the township.

All of which is respectfully submitted.

B. C. HOBBS, *Chairman.*

December 29, 1870.

The above report was afterwards adopted as a whole.

On motion of Mr. Merrill, the State Board of Education was made a committee to present the report to the Legislature.

On motion of Mr. Bell, the Chair appointed Messrs. McRae, Wiley and Cox a committee to audit the Treasurer's report.

Association adjourned to meet at 7 P. M.

EVENING SESSION.

The President called the Association to order, and read the following telegram :

LEAVENWORTH, KANSAS, Dec. 29, 1870.

To the Indiana State Teachers' Association :

Greeting—Indiana and Kansas united in the cause of education.

J. E. PLATT,

President Kansas State Teachers' Association.

On motion of Mr. Smith, the Association returned a greeting to Kansas.

Mr. Alcott entertained the Association for a few minutes by reciting "The Ghost," and "Shamus O'Brien."

The following is the Treasurer's report, as read and approved :

RECEIVED.

Of former Treasurer, Thomas Charles, cash.....	\$96 89
Note on Shortridge,.....	85 10
Note on C. Smith,.....	67 00
Interest on notes,.....	15 51
From Enrolling Committee,.....	61 05
Total,.....	\$325 55

PAID OUT.

To Miss J. H. Jones, expenses,.....	\$5 00
Hoes & Bell, for pub. Addresses,.....	61 30
J. M. Telford, for pub. Pres. Jones' Address,.....	39 90
J. T. Merrill, Chair Ex. Com., for Programmes, R. R. Tickets, Stationery, &c.,.....	47 00
J. M. Gregory, (expenses,).....	28 00
	\$181 20
Balance in Treasury,.....	144 35
	\$325 55

W. A. BELL, Treasurer.

The committee on resolutions reported.

On motion of B. W. Smith, the report was taken up *seriatim*.

The following are the resolutions adopted :

1. *Resolved*, That the thanks of this Association be extended to the citizens and to His Honor the Mayor of Terre Haute, for the courtesy shown by them during its session, and also to the various Railroad Companies who have kindly consented to return free its members.

2. That we thank the hotels and boarding houses for reduced rates ; also the city papers for notices ; also Messrs. Paige & Loomis, Mrs. Merrill, Mrs. Crary, and Misses Gould and Lange for music, and Mr. Alcott for elocutionary entertainment.

3. That we, the teachers of Indiana, have highly appreciated the zealous activity and executive ability of Hon. B. C. Hobbs, throughout his entire course as Superintendent of Public Instruction.

4. That we, as Teachers, should be more fully impressed with the importance of cultivating the heart, as well as the intellect, in order to a good, pure and noble life.

On motion of Miss Hadley, a vote of thanks was tendered the Secretaries of the Association.

The discussion—"What can the Teachers of the State do for the Normal School?"—was renewed.

B. W. SMITH thought that we, as a State, were not ready for the Normal School, and that there are no agents so efficient as the teachers to forward its interests. He thought the schools in Indiana were not second to those in our sister States, and that the Association was wrong in speaking in discouraging terms of her advancement.

Mr. BELL thought Mr. Jones did not say enough upon the point, What can the teachers do for the support of the Normal School ; would like some suggestions on the point. Teachers ought to come to the Normal School, and those who cannot come ought to encourage others to come. They can distribute the circulars, have notices inserted in the country papers, &c. He would suggest to the School Board the propriety of sending some one out to solicit pupils and place the matter before the people.

Mr. POWNER—I am glad the Teachers' Association has met at this place. New York supports several Normal Schools, and so do other States ; and I think, with proper management, the subject can be brought before the people of the State.

The Institute system in Indiana is a success. It has done more for the common school teacher than any other one instrumentality.

Mr. McRAE—If teachers would all come up to the ideal standard presented, it would do much to advance the interests of the institution. The report of the School came up to my expectation. We can each, in our respective spheres, do something, if we are not Examiners or school officers. We should discriminate between the skilled training, and no regular training at all.

Mr. MERRILL—We, as teachers, need some circulars and advertisements sent, that we may be able to give the desired information to whoever may ask it, concerning the Normal School.

Mr. WILEY—Some think that they do not need to attend a Normal School, but can learn everything by experience. I have found such to be dear teachers. Don't like those teachers who are always waiting for something to turn up. Other States have made Normal Schools a success, and we can do the same.

Mr. COX—Several circulars have been sent to me, but there was objection to the high price of boarding.

PRES. JONES—Have sent circulars to all the Examiners in the State, and all the leading newspapers. Would be glad to visit all the Teachers' Institutes in the State, but it is necessary to stay at the School and work out processes for imparting instruction, &c. Attempted this morning to present the obstacles to the progress of the School.

B. W. SMITH—Persons who belong to other professions know but little of the professional work of the teacher. How many parents in the State give their children prayerfully to the work of teaching?

Great interest throughout the discussion was manifested for the success of the Normal School.

The enrolling committee reported three hundred and fifty teachers enrolled.

The time and place of holding the next meeting was left to the executive committee.

On motion, the Association adjourned *sine die*.

JOHN K. WATTS, *Secretary*.

STATE SUPERINTENDENTS' ASSOCIATION.

TERRE HAUTE, INDIANA, }
December 27, 1870. }

The Superintendents' Association met in the Terre Haute High School-room at 9 o'clock A. M.

In the absence of the President, Mr. Cox, of Logansport, was called to the chair.

The President elect, A. M. Gow, of Evansville, was introduced, and proceeded to deliver his inaugural address.

In the address he called the attention of the Superintendents to the following important questions for discussion during the session of the Association:

1. The propriety of dividing the State Teachers' Association into sections.
2. A plan by which Superintendents can become acquainted with statistics of schools in the State.
3. Has a teacher a *right* to resign his position during the year after he has once entered upon his duties?
4. Has a Superintendent a *right* to outbid any other Superintendent in the State, and thus secure the services of first-class teachers?
5. What shall be done with corporal punishment in the schools?
6. How shall we teach manners and morals in our schools?
7. How shall we teach patriotism in our schools?

On motion, No. 6 was taken up for discussion.

Discussed by Messrs. Brewington, Hunter, Wright, McRae and Hobbs.

On motion of Mr. Hunter, the following resolution was adopted:

That a committee of three be appointed to prepare, for distribution among the Superintendents and Principals of the State, suitable blanks for monthly terms and annual reports, with a request that the blanks be filled regularly and forwarded to the editors of the INDIANA SCHOOL JOURNAL.

Committee: Messrs. Hunter, Zeller and Cox.

The committee was requested to consider the new rule of membership now in use in Illinois—since nearly every Superintendent interprets the Chicago rule differently.

On motion, the Chair appointed Messrs. Boyce, Ruble and Walts a committee to consider "The propriety of dividing the State Teachers' Association into sections."

Messrs. McRae, Jones and Wiley, a committee on "What shall be done with corporal punishment in our schools?"

Messrs. Brewington, Housekeeper and Wilson, a committee on "How shall we teach patriotism in our schools?"

On motion, the Association adjourned to meet at 2 P. M.

AFTERNOON SESSION.

At 2 P. M. the Association was called to order by the President.

Should promotions from one grade to another be made oftener than once a year? If so, how often?—A. C. Shortridge, Indianapolis.

He promotes regularly once a year. In some sense, every monthly examination is for promotion.

Two promotions a year would bring two classes to the High School, and consequently two graduating classes per year. To promote twice a year would avoid throwing dull pupils back a whole year, but would put two grades in a room, which is objectionable. Thinks careless pupils may be put back without injury to them. Pupils may be promoted or rejected at any time.

The question was further discussed by Mr. Wiley, Miss Kendall, and Messrs. McRae, Rippetoe, Wright, Hobbs, Cox, Walts and Hunter.

Is it honorable for a teacher to engage ostensibly for a year, with a reservation to quit earlier?

Mr. Hobbs thought it a matter of good faith that a teacher ought not to make such an engagement. Under the usual reservation, a teacher has a right to resign.

Further discussed by Messrs. Gow, Boyce, Brewington, Cox and Jones.

Is it honorable to ask for an increase of salary during the year? It was answered in the negative.

Report of committee dividing the State Teachers' Association into sections:

We recommend that the State Teachers' Association be divided into three sections, as follows:

1. Primary section.

2. Superintendents', Principals', and Examiners' section.

3. Collegiate and High School section.

That each section has a special time for separate work, and all come together to form the State Teachers' Association.

H. H. BOYCE, }
W. E. RUBLE, } Committee.
J. K. WALT, }

Discussed by Messrs. Hunter, Hobbs, Shortridge and Bell.

Adopted, and committee instructed to present the recommendation to the State Teachers' Association.

The Chair appointed Messrs. McRae, Boyce and Housekeeper a committee to nominate officers for the next year.

On motion of Mr. Shortridge, the Association adjourned to meet at the call of the President.

At 7 P. M. the President called the Association to order to hear the report of the Committee on Officers.

Committee reported the following:

President—W. H. Wiley, Terre Haute.

Vice Presidents—Miss Frank Kendall, Madison; S. Cox, Logansport.

Secretary—J. K. Walt, Elkhart.

Treasurer—Geo. W. Lee, Bloomington.

Executive Committee—W. A. Bell, Indianapolis; J. L. Ripetoe, Connersville; J. A. Zeller, Evansville.

Report adopted.

The following were present and enrolled their names:

R. L. Brewington, Vevay; A. C. Shortridge, B. C. Hobbs, W. A. Bell, Indianapolis; J. K. Walt, Elkhart; W. A. Jones, W. H. Wiley, Terre Haute; A. M. Gow, Evansville; Frank Kendall, Madison; D. Eckley Hunter, Peru; H. H. Boyce, Gosport; J. Wetherell, Cannelton; C. M. Parks, Center Point; W. A. Wilson, Spencer; C. M. Taylor, Clinton; A. P. Twineham, Rockville; G. W. Lee, Bloomington; T. L. Evans, Lafayette; J. M. Coyner, Cambridge; Oscar King, Bunker Hill; I. V. Shumard, Terre Haute; Sheridan Cox, Mrs. B. G. Cox, Logansport; O. P. Jenkins, Carthage; J. A. Zeller, Evansville; J. C. Housekeeper, Seymour; W. E. Ruble, Milton; C. L. Rust, Pendleton.

The Association adjourned to give place to the State Teachers' Association. JNO. K. WALT, *Secretary*.

EXAMINERS' CONVENTION.

TERRE HAUTE, INDIANA, }
December 27, 1870. }

THE Examiners' Convention met at the Normal School building, according to previous appointment.

Mr. Rippetoe, of Connersville, read an interesting paper upon County Superintendency. The subject was discussed by Supt. Hobbs, Messrs. Bell, Dunham, Stott, Powner, Vaile, and Smart.

Messrs. Dunham, Bell and Vaile were appointed a committee to prepare a report embodying the sense of the Convention upon the amendments necessary to our School Law upon the subject of Examiners' office.

Mr. Wright, of Bloomington, read an able paper: Subject, "The Examiner's Office an Efficient Instrumentality."

Mr. Stillwell, of Gibson county, explained the method of grading teachers' licenses and compensation in Gibson county.

W. B. WILSON,
Sec'y pro tem.

JESSE BROWN,
President.

WHAT CAN TEACHERS DO FOR THE STATE NORMAL SCHOOL?

BY PRESIDENT W. A. JONES.

[A PART OF A PAPER READ BEFORE THE STATE TEACHERS' ASSOCIATION.]

BUT the *greatest* obstacle to progress, I think, is that so few young persons are found who seem to look at all favorably on the idea of devoting themselves to teaching in the Common Schools, as a profession: who seem to think that any special preparations for that work are needed. From time immemorial, any one who has any practical knowledge of the legal branches (the branches prescribed by law) has been deemed qualified to engage in teaching; and such persons have assumed the office of teachers and laid it aside as convenience dictated. Indeed, many have been taught by acts, if not by words, to feel that it is a social disgrace to teach the *common herd*, assembled in the *common school*; that no young man or woman of any ambition will seek the *common school* teacher's place—because, in it, there is

attainable neither social, nor political, nor pecuniary distinction. Forty-five per cent. of the students enrolled in the Normal School had not decided upon an occupation; and of those who had been teachers, forty-two per cent., only a small proportion intended to follow teaching as a business; and of this small number the majority were ladies. The students come from the country and the villages—have good aspirations, are pure-minded young people. They wish to improve their social and pecuniary prospects. They judge, and wisely, that, as times now are, a good education will be a powerful auxiliary to the desired end. But how get the education? That's the question. Hundreds soliloquize thus: "Father is not able to send me abroad; or, if he is, he and I don't see things exactly alike, and no way is left but for me to help myself. I have gained about all I can in our district school—have been through 'Ray's Third Part' four or five times; can recite 'right smart' in 'Pinneo.' I know the County Examiner, or have friends who know him. I'll have no trouble in getting a license to teach. I'll get one, teach this winter, use the proceeds to defray expenses at the Normal, or, more likely, at some private institution nearer home, because less expensive. Thus, for two or three years, I will study in the summer, and teach in the winter; at the expiration of which time, between teaching and studying, I shall have a pretty good education, and shall be ready to obtain a clerkship in town, or to study law or medicine, or luckily to step into some pursuit that will 'lead on to fortune.'" Thus the young man. The young lady, too, aspires to improve her prospects in life. Why not? She thinks over the different occupations open to women. Here are general and special housework. Housework is just what she don't want to do, no matter if some scientific cooks *do* get \$1,500 to \$3,000 a year. To prepare herself for a scientific cook will require much time, study, and practice. *That* she can't give. Then there are a score or so of other occupations to follow, each of which will require the special preparation of apprenticeship. The time for apprenticeship she can't give. But there is teaching. *That* requires no special training. She has a knowledge of the R.'s, knows the Examiner, can give him a dollar and get a license to teach. She does not *expect* to teach *any particular length of time*.

Thus teaching is used, by a majority of our young people, merely as a stepping-stone to some other occupation which *they* regard, and which *society* generally regards, as more desirable, and, *perhaps*, more honorable. They are not reprehensible for the views they entertain in reference to the profession of teaching. Their views are the natural consequences of the mode of looking at education prevalent in the communities in which they have grown up. The idea generally prevails among the people that the qualifications needed by the *common school* teacher are a practical knowledge of the *things* taught. No knowledge of the *beings* taught is deemed essential. Suppose the Examiner, after the applicant for a license has satisfactorily answered the usual technical questions on the eight branches, should propound a few questions like the following:

1. State clearly your views in respect to the *true end* of school education.
2. State what you know of the law and order of mental development.

3. What is the difference between the products of the fancy and of the imagination?

4. State how reading can be made a means of mental culture.

5. Tell the laws of *association*, and the qualities of a good memory, and in what way the memory of the child should be exercised.

6. Tell how you would *begin* to teach geography, arithmetic, grammar, etc., and *why* begin *thus*.

7. What is the value of *each* of these branches as a means of culture? and what its practical value?

8. How can a high state of scholarship be attained in school without exciting the conceit, vanity, and pride of the children?

9. What can you do in the school-room to cultivate the taste?

10. How can you cultivate the morals and manners of your pupils?

11. How can you promote cleanliness and order?

If the applicant should fail to answer these questions intelligently, or should seem to have no appreciation of the importance and necessity of having some well defined ideas in respect of them, and should be denied a license on this ground, the Examiner would not be sustained in his action by public sentiment.

The consequence of all this is that forty per cent. of the teachers of the State will leave the work of teaching at the end of the year. There are nearly twelve thousand teachers in the *State*. Suppose the number to be ten thousand. Four thousand will leave the ranks at the end of the year, and their places will be filled by four thousand new recruits, plus the number needed to meet the increased demand by natural growth of population. Thus the State will lose, *this year*, the experience of four thousand teachers one year. If we make twenty years the average term of service of professional teachers, the aggregate loss to the State this year, is equal to that of two hundred professional teachers for twenty years. The reason for the condition of things thus briefly stated are founded, I think, in the fact that the true object to be attained by *common school* education is not apprehended generally, either by parents or by the mass of our teachers. The large majority of parents seem to be under the impression that education consists in memorizing the books. The development of the faculties, and training them to right habits of action, if thought of at all, is regarded as a matter of secondary importance. The power to repeat, parrot-like, what has been memorized, is the test of scholarship. How *much*, not how *well*, is the end sought. The work of educating a human being, with his complex physical, mental, moral, and æsthetic powers, is reduced to a memoriter exercise, the consequence of which is that teaching becomes mechanical; it is simply running a machine. Any energetic young person, who has some exclusive ability—called *tact*—may step into the school-room, assign lessons in the text-books, hear the children repeat the text, and stimulate them to study by holding out as the goal of their ambition the completion of the books. The repetition of words, definitions, and formal statements is assumed to be knowledge.

"Knowledge is power." The natural desire to possess power, to win the approbation of teacher, school officers, and parents—to feel the consciousness of superiority arising from relative standing in the class, are sufficient motives to lead the children to close application. Let us view this theory, for a moment, more specifically in its relation to the teacher. The majority of our teachers are employed for a term. They naturally desire to win the approbation of patrons and of pupils. But to do this, one must keep a successful school. What is a successful school? Why, in this particular case, is it one in which the pupils make rapid progress in learning? But what is rapid progress in learning? Successfully and rapidly memorizing the text-books. *This* is the view the parents entertain, by whom he will be judged, and through whose influence he was employed. Success he *must* gain; his reputation depends upon it; his chances of getting a school next winter, at a better salary, will be facilitated by present success. If he aspires to become known as a leading teacher in his locality, he can realize his aspiration only by winning success according to the prevailing idea. It is easy to hear a recitation repeated by rote. It is *not* so easy to lead the class to a thorough comprehension of the principles involved. Were he to undertake the latter course, he could make but little *show* in one term, for *true* progress in knowledge is comparatively slow. He certainly could exhibit none of the showy results for which parents will look as the marks of progress, and by which his work will be estimated.

The manner in which the pupils are classified, or perhaps the want of classification, are obstacles to his teaching otherwise than by rote. A young teacher, on beginning his school, finds children twelve or thirteen years old in the "Sixth Reader." They are no more able to comprehend the thought and the feeling of those selections of *classical* English than they are of so much Greek. The reading is a physical rather than an intellectual exercise. It consists in performing the lingual evolutions necessary to a correct *articulation* and *pronunciation*, perhaps. Arithmetic, geography, and grammar have been learned by rote. Something is known of the *books*, but little or nothing of the *subjects*. What teacher does not know the prejudice of parents against having their children "put back?" That would be an *audacious* teacher who would dare encounter the chagrin and disappointment of both *pupils* and *parents*, which he would certainly incur if he should classify his pupils according to their real state and wants. If the teacher were trained in his profession, he undoubtedly would, in time, educate both pupils and parents to a *different* theory. But the majority of our teachers have not made teaching a professional study. They teach much as they have been taught, and are not conscious of having a theory about the method of education. Because this is so, the teacher has the power to change public opinion neither in the school-room nor out of it. He is not an educating *force* in the community. Instead of moulding, he is moulded by public opinion, in reference to education in his district. This is not as it should be. The lawyer may know more of jurisprudence and its history than the teacher; the physician may know more of the theory and practice of medicine, and of the history of medicine, and of the different schools of practice; the minister may

know more of the science of theology, of the different systems of theology, and of their history and effects upon mankind; the merchant may have a clearer knowledge of the laws of trade and of finance; but in regard to the great end of education, and the methods by which it can be attained, the member of no other profession should be the teacher's superior. In his *own* field he should be master.

But the effect of this mistaken theory of education is most pernicious on the pupil. He has been led to feel that the ability to fluently repeat the statements of the books is evidence of a knowledge of the subjects of which they treat. He has felicitated himself that he has the *substance* when he has but the *appearance* of knowledge. He has been led, by both teachers and parents, to over-estimate his acquisition. The result is *conceit*. He views his present attainments with satisfaction. Hence there is no incentive to further study, and *indolence* is the result. But what is the true view—the view that should prevail, the one whose processes will give the right results? A *good* education, according to Plato, consists in giving to the body and the soul all the perfection of which they are susceptible. According to Rousseau, education consists in making the primitive instincts and dispositions the constant guides of character and of action. According to Kant, there is within every man a divine ideal, the type after which he was created, the germs of a perfect person, and it is the office of education to favor and direct the growth of these germs. These views of education, and of its object, are formed from viewing the development and culture of the individual as absolute man. According to Aristotle, the most effective way of preserving a State is to bring up its citizens in the spirit of the government, to fashion, and, as it were, to cast them in the mould of the *Constitution*. This statement is formed from viewing the individual in his relation to the State, and expresses the author's conviction as to how the State, the present constitution of things, may be preserved and perpetuated. Says Herbart, the task of the instructor consists in transmitting and interpreting to the new generation the experience of the race. This statement is derived from viewing the new generation in its relation to the causes which are efficient in promoting the progress of society. From these formal statements of some of the *masters* of thought, we infer that the primary aim of education is the development and culture of the faculties; a secondary object is the *acquisition of knowledge*; by means of the two the progress of society is secured; and third, if we wish to preserve and perpetuate the present system of government, customs of society, and mode of life, we must fashion childhood to an order of things and of ideas: that is, we must gradually form in the minds of our children and youth ideas concerning our form of government, our customs of society, our mode of life, our views concerning the occupations of life, and of its objects and aims which we wish preserved and perpetuated. Briefly stated, the objects to be attained by our education are, *discipline, knowledge*, and the formation of such views of society, government, and the objects and ends of life as we wish to have preserved and perpetuated. These opinions agree, substantially, with the common judgment of practical men. I have asked scores of men, at forty years of age

and upwards—*merchants, bankers, master-mechanics, farmers*—men of almost every occupation and profession, these questions: How much and what benefit did you receive from your common school education? Answer: Beyond learning to read and learning the ground rules of arithmetic, none of which I am conscious. What did you not learn, that you have had to learn since? *To think*, is invariably the answer. *Why this failure?* Because lessons were learned and recited by rote. How much do you remember of what you memorized? Comparatively nothing. Why? Because I did not understand and could not apply what I learned to repeat. Could you be a boy again, and attend the common schools, what would you consider the most important end to be accomplished? To learn to think and to express thought. Teach me but these two things, and I will begin life again, and make my way successfully. Such, substantially, are the questions that I have given and the answers that I have received many times. The questions and their answers have reference to intellectual education. Thus, according to the judgment of scholars and thinkers, and according to the common judgment of successful practical men, the first and greatest aim in intellectual education is the development and culture of the faculties—*Discipline*.

The object of the common school is not to *finish* the education, but simply to lay the foundation for it; to teach the pupil *how to study, how to think*, and thus lead him to a love of truth. While the facts of the school studies may be valuable in themselves as matter of information, yet they should not be pursued as an end. They should be regarded as a means to an end. They are valuable as objects upon which to exercise the various faculties and powers of the mind for the higher purpose of development and training.

If this theory of education could permeate the length and breadth of the State, reaching its most obscure district, and bring parents, school officers, and teachers into one harmonious view and consequent unity of action with reference to the true end of our *common schools*, who dare say our schools would not better fulfill their mission? It is a sad fact to contemplate, that thousands of our youth, of both sexes, every year leave the school forever, having gained little or no control over their minds, no power of concentration, no interest in study, no fixed purpose or prospect of future improvement, with few right views of life and of its true aims, and, in many instances, with the pernicious idea that education is finished with the close of school, satisfied with present attainments, without the first element of character to justify the hope of success in life. How cheering would be that other view in which the youth of a State leave the threshold of the common school with powers so developed and trained by *right* culture that they have the free use of their faculties—power of concentration, power to collect the material of thought by the observance of external phenomena, power to collect material by the use of books, power to *classify* this material and to put it into new connections, and thereby discover, for themselves, *new* truth, which itself is the inspiration to endless investigation and progress: with the fixed determination to employ the leisure of life, whatever be their calling, in self-improvement; with a resolute will, with self-reliance, with

patience, with the power to be polite in the midst of clownishness, with the habit of being truthful when tempted to be false, with the moral courage to defend the right, if need be, against the thousand advocates of wrong; and yet humble, for humility is the first step toward true knowledge, or, perhaps, toward wisdom. Socrates thought he knew nothing. Bishop Butler thought his knowledge was a point, and Newton compared his acquisitions to those of a child which had picked up a few pebbles on the shore of the ocean. Such a result may be attained. Let the *educators* of the State but unite in this one aim—to form *public opinion* to a right theory in regard to the end to be reached by our schools. As the true province of the school is apprehended by the people, and as the complete view of the teacher's work and influence is unfolded to them, they will respond by supporting the schools, and by according to the teacher's work its proper dignity.

You, professional teachers, who understand the functions of the school in the social economy, and have some adequate conception of the teacher's work, need no arguments from me to persuade you of the necessity of special qualifications on the part of the young teacher. Point out, explain clearly to intelligent people of other professions what you yourselves know in respect to the end of school education. They are ready to be convinced of the necessity of professional training for the teacher.

THE SCHOOL EXAMINER'S OFFICE AN EFFICIENT INSTRUMENTALITY.

BY REV. EDWARD WRIGHT.

[A PORTION OF A PAPER READ BEFORE THE STATE CONVENTION OF EXAMINERS.]

THE programme of the Association announces three papers on the School Examiner's Office. This is, in itself, an indication of its importance and utility. To give as much variety and interest as possible to this discussion, the efficiency of this office will be considered, in this essay, in connection with the great work to be accomplished and the difficulties to be overcome. To secure the efficiency of any instrumentality, the instrument must be adapted to the work. If human agency is employed, the agent must form just conceptions of the nature and magnitude of the work he has in hand, the difficulties to be surmounted, the means of overcoming them and securing the desired end. In the work of national education, he must, moreover, cherish a sense of responsibility to God, the Governor over the nations, and to society, which has, in its organized form, put him in charge of this high trust. It is not necessary to discuss the varied qualifications of this class of public servants. It is manifest that they combine in one beneficent

agency the functions of a teacher, a counsellor at law, (in its educational aspects,) a peace maker, a judge, an executive, a county superintendent of public instruction. If an executive, of what is this public officer an executive if not of all the high appliances which an enlightened, Christian State is bound to employ to elevate, refine, mature, and properly guide its rising youth, and thus, and in other methods, affect the masses of the people?

The simple statement of these functions shows the efficiency of this instrumentality. The office was created to promote the cause of education in our public schools, and the great work of national melioration by means of the diffusion of useful knowledge. It is, manifestly, an experiment. To consider it in any other light would cast a serious reflection upon the intelligence and wisdom of the State. With all its present limitations, and consequent defects, it has performed this work to a reasonable extent. Never was there an experiment made with more marked success. The writer once purchased a horse of a man, who said: "You may rely upon it, there is a great deal of outcome in this little animal." And so it proved. It requires not the eye of a seer to predict of this office, "there is a great deal of outcome in it," though as yet it has not been permitted to exert all its powers. When we speak of the efficiency of this instrumentality, we mean not as the State has made it, but as the State in its wisdom will make it. Yet from the present limitations of this educational agency, we may derive a conclusive argument of its efficiency. The great results that have already been accomplished through it, show what would be its beneficial effect if the State should rise to the conception of its exalted character, and give these public servants the means of being what they ought to be, and of doing what they ought to do. A large landed proprietor employed a man to oversee his extensive possessions. He first bound him hand and foot, showed him his work, and descanted upon his responsibility. But this overseer had a soul in him which could not be repressed. He loved the work, and was determined to show that he could do something, notwithstanding his embarrassment. He did accomplish much, and so much that his "work praised him in the gates." This is not a caricature statement of the present working of the School Examiner's office. We cast no censure upon our State authorities. They did what they could. We can not for a moment suppose that the ultimate end of the State is attained under the office with its present limitations. If, taking it as it is, much can be said of its usefulness, the ideal conception of efficiency, when made what it ought to be, is truly beautiful—such as should excite our enthusiasm and zeal. We assume that the State has wisdom; that its ultimate end is not attained by the office, fettered as it is; that it understands its high functions, and designs to act efficiently in its work. We assume that this class of men are educated men, in the true sense of education; that they are good men, and believe that wisdom and knowledge are the stability of our time and the hope of our nation. If this is not a mere assumption, and certainly it is not, or need not be, what human mind can trace the beneficent workings of such public agencies in any county of the State? If our State Board of Education, increased in numbers of similar character equal to the number of counties in the State, should be sent

to our county seats and kept there the year round, and furnished with every needed facility to carry on their work, very little argument would be needed to show the efficiency of such instrumentality. Yet this is the just conception of this educational agency. The State is a moral organism, sustaining exalted relations, and bound to the performance of certain duties, among which the founding and maintenance of schools and the diffusion of useful knowledge are not the least. It is generally conceded that the State, in its organized character as a body politic, to "establish justice, secure domestic tranquillity, the common defense, the general welfare, the blessing of liberty," can not well succeed without a system of national public education, and, therefore, ought to found and maintain what are usually called common schools. This is our theory; but the full meaning of it surely is not apprehended by our people, when the schools are as they are, and are worked about one hundred and twenty days in a year, at a cost of about fifty cents per quarter for each pupil. The theory is incontestible. Our State Colleges, our Normal Schools, our State Boards of Education, and other similar educational agencies, are all the outgrowth of this exalted public sentiment. But it is not the practical creed of our people. With all the State agencies that have been originated and worked so far with success, we need an agency to come in daily contact with our teachers, our youth, and our people, to hold them, as with hooks of steel, or rather, with golden chains, to this exalted national creed. Taking the lowest possible view of human society and government, a large portion of its citizens—all its infant population and its young children—are the immediate beneficiaries of the State. The State is bound to care for them, protect them from danger, and provide for their instruction. Their infant innocence cries aloud for help and guidance. If the State can not well establish justice without erecting court houses and appointing judges, why should it be supposed that it can well promote education among the masses without erecting Colleges and Normal Schools, filling them with suitable professors, and last, and not least, appointing some agency to carry the great results of these instrumentalities to the people?

Such an agency is the one of which we speak. There is, undoubtedly, a reciprocal influence of the College and Normal School upon the people and of the people of a State upon the College and Normal School. But a connecting link is desirable, and indeed absolutely necessary, to secure in the most efficient manner all the great results which an enlightened State strives to secure. If there is any efficiency in collecting the rays of the sun and directing them upon any fixed point, in order to kindle a fire, it certainly needs no elaborate proof that a county superintendent, with his soul fired with zeal in his work, can bring to bear upon his own field all the educational light and influence of these national institutions. A single example will illustrate this. An officer of this kind visited a certain village, and called upon some of the leading men. He said to them, You are in favor of these great national interests; why do you suffer them to sleep?

"We have peculiar difficulties to contend with in this community."

"Tell me what they are; I come to help you remove them."

"Some of our prominent men oppose us in our efforts."

"Give me their names; I come to reason with all such, and persuade them to unite with us in this benign work."

It was no vain boast. He touched springs in that community which worked out beneficent results.

If, now, we consider the great end to be secured by national education, we shall see the need of such an agency and its great efficiency. To carry out in practical operation the just conception of an enlightened State, the schools ought to be founded, not in mere theory, but practically upon the superiority of mind, morals, and manners, to all material things and interests. They should be, decidedly, seats of influence, where mind and morals are elevated over all secular interests and aims. This is not too strict a view, unless we are ready to maintain that a high Christian civilization may have a lower standard than ancient heathenism. But do we affirm any thing too rigid when we say that neither the teachers nor the schools are generally of this character? They are, then, to become so.

Let those who can tell us any more efficient methods than those already organized and so far worked with success.

BREAD AND MEAT CONVERTED INTO BLOOD IN THE HUMAN SYSTEM.

BY RICHARD OWEN, M. D.*

THE process of digestion in the human body may be divided into three stages.

I—*Chymification, until the food is ready to leave the stomach.*

The adult is provided with thirty-two teeth, in order that he may thoroughly masticate his food, and, at the same time, that it may become incorporated with an essential alkaline solvent, the saliva, poured from six glands, thereby facilitating the process of digestion, especially if farinaceous articles. When in a soft, pulpy state, the masticated materials readily enter the pharynx, passing safely over the little trap-door of the windpipe, and down the oesophagus, entering the stomach by the cardiac orifice. If the stomach has been long enough empty to recover its powers, there will immediately commence, through the stimulus of the nerves that connect with this organ, an excitement of certain glands on the inner coat of the sack, which are thereby induced to give out gastric juice. This chief solvent of the food is shown to be acid by its coloring blue test paper red, by its affording to some chemists, on analysis, free of hydrochloric acid, and the same material, when taken from a young calf's stomach as rennet, serving to curdle milk. Under the power of this gastric juice the materials of a moderate meal will be converted in two hours into a milky-looking thin pulp, called chyme.

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II—*Chylification, until the food is ready to be absorbed by the lacteals.*

The chyme, described above, is now to be passed into the small intestines for conversion into a whiter and more liquid material, called chyle. Let us see how that change takes place. A muscle at the bottom of the stomach permits the food to pass when fairly converted into chyme, and lastly even allows indigestible materials to escape. From its position and function, this muscle is called pylorus, from the Latin *for a gate*, or narrow defile. The chyme being now in the upper of the three small intestines, called the duodenum, from being as long as a line drawn across twelve fingers which have been placed side by side, is immediately acted upon by the two solvents, the bile secreted by the liver, and the pancreatic juice from the pancreas. The pancreas, or sweet bread, is an organ extending from the back bone to the stomach, resembling the salivary glands, and, like them, alkaline. The large organ in the right cavity of the abdomen, dark-colored, lobed, and having a cyst or sack for the reception of the liquid it secretes, is readily recognized as the liver. Any butcher, for a dime, will furnish a gall cyst and contents, which can be put in a bottle and examined. At first this is neutral, then somewhat acid, and finally always alkaline. If you are painting in water colors, a few drops of this bile will very much facilitate the flow of the colors, by dissolving little greasy or oily particles, if we use it either in mixing the colors or in the water imbibed by the sponge when we moisten the back of the drawing-paper. To return to the process of chylification, we now find that the joint action of the two above solvents, the pancreatic juice especially transforming insoluble starchy particles into soluble grape sugar, has reduced the entire mass to a milky juice, and chylification is completed.

III—*Lacteal absorption, or the straining and filtering process.*

Although a great part of the food has thus been converted into a milky juice, called chyle, certain materials, having undergone little or no change, must be got rid of, as not serving for the nourishment of the body. Such are cartilage or gristle, the thin outer husk of grains, or other seeds, and fruits, as well as the coarse ligneous fibres forming the walls of the sap vessels in vegetables. From such materials, then, the chyle has to be separated by what is called lacteal absorption, leaving these coarser parts to enter the larger intestines. Physiologists are not yet quite of one opinion as to the manner in which this absorption or filtration takes place. The lacteals (so called because they take up the milky fluid, *lac* being Latin for milk) have their mouths open underneath the inner coat of the intestine, but not perforating it. Some think the chyle is absorbed into the blood vessels and then secreted into the lacteals. It seems not improbable that this takes place somewhat as the transfer of sap from cell to cell in the plant, namely endosmose. However this may be, after the chyle reaches the lacteals it is conveyed by them into a common reservoir, called the thoracic duct. But it first undergoes a filtration, or at least inspection by the mesenteric glands, and if all is right, the whole nutritious product of the one meal which we have been following would commence ascending this grand canal as rapidly as consistent with comfort. This duct runs up the spine and terminates in

a vein, which from being seated under the left clavicle or shoulder-blade, is called the left subclavian vein. Thus the chyle is not admitted at once to the high and important duties assigned to pure arterial, or scarlet blood. It must go with the black blood to a source of purification, which we may hereafter investigate; then, indeed, it may serve to form the callous corn or the soft and vital brain, the hard bone or the tender heart. Then, indeed, aided by those conjurers, the conglomerate glands, it may, from its scarlet drops, present you briny tears or sweet milk, bland saliva or acrid perspiration, bile for digestion or oil for the hair; then, indeed, coursing through the brain, it may inspire poetic or patriotic thoughts, but not until then.

TEACHING LATIN TO BEGINNERS.—I.

BY AMZI ATWATER.*

THE fact that the time now given to the Latin in most of our schools and colleges is less than in years past, should turn the attention of the teacher to his method of instruction. How can the greatest proficiency be attained—how can the student be made a complete master of the language—in the short time prescribed in the course? Great care should be given to the very *beginning* of the work.

To say that the *forms* of the grammar, the declensions, conjugations, etc., must be perfectly committed to memory, and that frequent reviews and continued repetitions are some of the most reliable means to this end, is to say what every teacher knows, and what has been said a thousand times.

Happily, our pupils of to-day are not kept the whole of the first year upon dry grammatical tables, but, from the very beginning, are employed in translating and constructing sentences—soon in reading authors, historical and poetical. It is the design of this paper to offer a suggestion relative to this exercise of *translating the Latin*.

Among the greatest errors, as I hold, in teaching Latin to beginners is the *free rendering* of the text.

It must be agreed that a leading object of the study of the ancient languages is to induce in the pupil a habit of close observation and painstaking accuracy. Nothing tends more to defeat this object than *loose translating*—a practice as common as it is injurious.

Too many teachers require no literal rendering at all; many so mingle free and literal together that the mind of the student is confused, and he entirely fails to reach a clear understanding of the force of each part of speech. He renders a participle by a verb, and an adjective by a noun, and is in constant trouble to make out the sense. This evil must be guarded against. Let the pupil be taught to make the widest difference between the

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two styles of translation: that in the one, without seeking elegance or fearing awkwardness of expression, he is to give the exact literal meaning of every word, bringing out the precise force of every case, number, person, mode, and tense; but in the other, relieving himself of Latin stiffness, he is to seek the best English dress for the sentiments of the author, now aiming at fidelity of thought, not form of words. It is not infrequent to hear the expression from the instructor, "You can't be literal on this passage." Now if by this it is meant that you can not be *literal* and *graceful* at the same time—that a strict translation of the Latin is not idiomatic English, I readily admit it; but if it is meant that a literal rendering does not *make sense*, the assertion is, with the rarest exceptions, erroneous. Elegance is certainly not the chief thing with the beginner, who is struggling with many perplexities, and he must never be permitted to sacrifice accuracy and a thorough understanding of the text to superficial smoothness.

In saying this, I do not say that a free rendering should be discarded, but that an exact literal rendering should always, during the first years of Latin study, precede the free. Let the rule be, *State first what the author says; afterward you may tell what he means.*

It will be found profitable with beginners to go over the sentence *twice*, the first time giving a literal word-for-word rendering, as, for example, in the sentence, "*Non tibi sunt integra lintea*," let it be read, *integra*, entire—*lintea*, sails—*sunt*, are—*non*, not—*tibi*, to you; and let this be followed by the untrammelled rendering, "You have not entire sails." In this way the student becomes familiar with the peculiarities of the Latin, thoroughly accurate in his translations, and can be relied upon to contend successfully with the difficulties of construction.

It has been suggested that our system of directing letters is wrong, and that we ought to reverse the order, putting the State first, as this is the first item to be looked at, then the city, then the street, and finally the name of the person it is written to. This, it is said, classifies the direction in the order in which the post office attends to it.

THE chief art of learning is to attempt but little at a time. The widest excursions of the mind are made by short flights, frequently repeated; the most lofty fabrics of science are formed by the continued accumulation of single propositions.—*Locke*.

THE WEDDING OF THE SUN AND MOON.

[THE following poem we take from our scrap-book. It was written many years ago by H. S. Ellenwood. It is beautiful, and would apply well to the eclipse of August 7, 1869.]

Did you know that a wedding had happened on high,
And *who* were the parties united?
'Twas the Sun and the Moon, in the halls of the sky;
They were joined, and our continent witnessed the tie:
No continent else was invited.

Their courtship was tedious, for seldom they met
Tete a tete, while long centuries glided,
But the warmth of his love she could not forget,
For tho' distant afar, he smiled on her yet;
Save when earth the fond couple divided.

But why was the courtship so prolix, and why
Was postponed so long this connection?
That the bridegroom was anxious, 'twere vain to deny,
Since the heat of his passion pervaded the sky;
But the *bride* was renowned for reflection.

Besides, 'tis reported their friends were all vexed—
The match was deemed somewhat unequal—
And, when bid to the wedding, each made some pretext
To decline—till the lovers, worn out and perplexed,
Were compelled to elope, in the sequel.

Mars and Jupiter never such business could bear,
So they haughtily kept themselves from it;
Herschel dwelt at such distance, he could not be there;
Saturn sent with reluctance his ring to the fair,
By the hands of a trustworthy comet.

Only one dim, pale planet, of planets the least,
Condescended these nuptials to honor;
And *that* seemed like skulking away to the East.
Some said it was Mercury, acting as priest,
Some—Venus, just peeping—shame on her!

Earth in silence rejoiced, as the bridegroom and bride,
In their mutual embrace would linger,
Whilst careering thro' regions of light at his side,
She displayed the bright ring, not "a world too wide,"
For a conjugal pledge, on her finger.

Henceforth shall these orbs to all husbands and wives
Shine as patterns of duty respected,
Her splendor and glory from *him* she derives,
And she shows to the world that the kindness he gives
Is faithfully prized and reflected.

OFFICIAL DEPARTMENT.

In my report to the Legislature I recommend the following amendments to the School Law :

It will be seen that the amendments necessary in our School Law need not affect its general structure, or be of a radical nature. All we need is such emendations as will remove the friction, and give it greater motive force.

1. An amendment which will place qualified Examiners at the head of the county work, giving their entire time to such counties as have a given population, and making their wages such as will afford them a competent support.

2. A general change in the time of Auditors', Examiners' and Trustees' reports, and of enumeration and apportionments, making the school year close at the time when the school year proper closes in cities and incorporated towns—about the first of July.

3. To provide for a special meeting of the Commissioners, on the first Monday of November, for settlement with the Trustees, that the retiring Trustees may have their accounts passed upon, and their successors thus have correct information concerning the finances of their respective corporations.

4. A change in the Dog Tax Law, such that cities and incorporated towns shall be entitled to an equitable share in the distribution of surplus tax.

5. A change in the law authorizing Township Trustees to levy tax for special school purposes, not exceeding fifty cents on each \$100 of taxable property; and to authorize Township Trustees to sell bonds for the creation of funds for the purpose of building Township High Schools and other school buildings, subject to such regulations as control like taxation in cities and incorporated towns.

6. To authorize cities and incorporated towns to examine teachers for their graded schools; certificates on such examinations authorizing teachers receiving them to teach only in the grades and places for which they are given.

7. A general re-organization of our University system, with a view to a larger and fuller University system of education, in such way as will blend all our State Institutions, and make them parts of one system, and in such manner as will look to a full and complete State University.

8. To make the certificates given by the Faculty of the State Normal

School, for the Common School course, equivalent to a certificate issued by the County Examiner, and be legal authority for the holder to teach throughout the State; and their certificate for a full Normal School course, the equivalent of a State certificate issued by the State Board of Education.

9. I would recommend, also, a rate of mileage to be allowed from the State Treasury in favor of the teachers of the different counties attending the State Normal School, so that the expenses of teachers throughout the State shall be equalized.

10. That the Superintendent of Public Instruction be provided with an office, as the law contemplates, by appropriation or otherwise.

There are other emendations that may be found proper to be made, but these are some of the most important submitted in this report.

B. C. HOBBS.

EDITORIAL—MISCELLANY.

WE give nearly all our space to the Associations, consequently we omit all editorial save short statements and news items.

THE Teachers' Association, at its recent session, took an advance step in making provision for work by sections. Though the plan met with some opposition, we believe, if properly operated, it will, by the close of the second session, vindicate the wisdom of its projectors. For details of plan, see preceding page of JOURNAL.

THE amendments to the School Law, prepared by the Teachers' Association, will, we think, commend themselves to every thoughtful educator. It has been the design of those interested in the amendment of the School Laws, ever since the abolition of the system of three Examiners to the county, to "grow" the County Examiner into a County Superintendent. In '61, one step was taken, in '65, another, and in '71 it is hoped the third and final step will be taken. In our opinion, no expenditure of an equal sum of money can in any department of the system yield so large a return. We think Indiana is now ready for *County Superintendency*, composed of *competent men with adequate pay*.

It is not our purpose to comment on each proposed amendment, hence we pass them under the general commendation made in the opening of this article.

Many other amendments should be considered and adopted. These, we suppose, the Superintendent of Public Instruction will present. A lengthy.

and carefully prepared bill of amendments was presented by the Superintendent in '67, but was not passed; a like bill was presented by the Superintendent in '69, and with the same result. It is hoped that the Legislature of '71 will have time and disposition to give some careful thought to the great educational interests of the State.

The remarks of the Speaker of the House, Hon. Wm. Mack, on taking the chair, give an earnest of liberal things. Here are his words:

"But while you are adopting measures of economy and reform, it behooves us as the representatives of a great State to be just and liberal. Parsimony is not economy. In providing for the education of our children, for the benevolent institutions of the State, and other like matters, dare do all that may become men, who, proud of the present exalted position of our State, yet are ambitious to see her advance still higher."

May these words be fulfilled in the largest measure.

AMONG the many amendments proposed to the School Law none stands in importance before the one pertaining to Examiners. No other agency can be suggested that would accomplish so much for our country schools as Examiners could accomplish, if they were paid a living salary, and then required to give their entire time to the work.

Let the Examiner's office be filled by our best men, who shall give their entire time to the work, and no one can estimate the impetus they would give to the cause of Education. Our country schools need supervision as well as our city schools, and they must have it.

Teachers, work up your county papers on this point, and bring the matter before your Representatives and Senators.

BRAZIL, in Clay county, has recently completed and opened a most tasteful school house. The Board propose to guard it against vandalism. Cards are found in various parts of the building offering "\$10 reward to any one giving information which shall lead to the conviction of any person for marking, cutting, or in any way defacing this school building, furniture, or any thing pertaining to the premises." This is right; bring the depredators to grief. The statute allows *fining* and *imprisonment* for such offenses. (See 2 Gavin & Hord, p. 462.)

A. Odell is superintendent of these schools, and C. P. Eppert, Mrs. A. D. Hawkins, Miss E. J. Thornton, Miss Rachel Wheeler, and Miss Mattie Marcer, teachers.

THE Examiner for Knox county sent a teacher to the State Normal School; a few days ago, with the announcement that he was only the first of nine that he had persuaded to come in the spring.

This is a step in the right direction. If Examiners throughout the State would pursue a similar course, they would do the Normal School and the cause of Education throughout the State a good service.

THE Teachers' Institute of Allen county, held in Fort Wayne, in December, is reported as being the largest and most interesting ever held in the

county. The enrollment was 176, and the average attendance good. We are glad to hear this good word from Allen. J. H. Smart, Superintendent of the Fort Wayne schools, is the Examiner.

THE Teachers' Institute of Lake county passed off pleasantly. Enrollment, 119; average attendance for the five days, 85; 65 the first day. Miss Churchill, of Chicago, elocutionist; Prof. Ralph, of St. Charles, Ill., penman and historian; Professors Wentworth and Shurtliff, and Miss Paddock, of Englewood Normal School, near Chicago, were the instructors. There are only eighty schools in the county, hence the attendance was good. J. H. Ball is the examiner.

WE learn from Mr. Thomas Olcott, one of the leading teachers of Ripley county, that educational matters are looking up in "Old Ripley." At their late Institute, the teachers decided to hold regularly township meetings, and to hold a Normal Institute next summer. Good for Ripley.

D. F. HOOVER has been appointed Examiner of Warwick county, vice Forest, deceased. From the manner in which Mr. Hoover has begun his work, we predict that he will make an efficient Examiner.

THE Switzerland County Bible Society has presented a fine quarto edition of the Bible to each school in the county.

THE number of inmates in the Southern Prison is three hundred and seventy. The receipts from labor for the year were \$48,217. The institution is nearly self-sustaining.

MISS SARAH P. MORRISON, the first lady graduate of the State University, sends a donation of \$25, as the nucleus of a *Prize Fund*.

MR. M. L. PIERCE, one of the Trustees of the Purdue University, makes the first donation toward a Library for that institution. He presents a volume estimated at \$75.

PROF. JNO. HENSHAM, formerly Professor in Franklin College, and now Professor in the Agricultural College of Kansas, donates to the former College two hundred acres of land.

THE American Association for the Advancement of Science will hold its next session in Indianapolis.

H. BOISON has been appointed Professor of Modern Languages in the State University, vice Prof. Reubelt, resigned.

REPORT of the Attica Graded School for the month ending Dec. 16th, 1870:

Average daily belonging.....	496
Average daily attendance.....	469
Average per cent. of daily attendance.....	95
Number not tardy.....	495
Number not absent.....	239
Number of visitors.....	266
Cases of tardiness.....	46

J. W. CALDWELL, Supt.

In the Wabash schools, with an average daily attendance of 421.4, not more than ten minutes were lost by tardiness in the month of December. Who can beat that?

We have still a few complete volume of the JOURNAL AND TEACHER for 1870. We will send one to any person who will forward his name and one dollar.

J. H. BALL, Examiner for Lake county, is visiting all his schools and making reports of them in his county paper. This is as it should be.

ALEXANDER J. DOUGLAS, of Columbia City, has been appointed School Examiner of Whitley county, vice J. B. McDonald, resigned.

Will friends please send matter pertaining to the editorial department of the JOURNAL to G. W. Hoss, at Bloomington.

THE magnificent Second Ward school building in Indianapolis will be ready for occupation in a few days.

SCHOOL FUND of Indiana, \$8,575,047.

QUERIES.

1. Is H the fortunate name for Superintendent of Public Instruction? The last three are Hoss, Hobbs, Hopkins. QUID.
2. Do teachers of Ancient Languages make them promote a mastery of the English Language to the extent they should? STUDENT.
3. How many distinct sounds are there in the English alphabet? and how many has each vowel? B. S.
4. OUGHT not the schools in our State to be kept open at least six months on an average each year? TEACHER.
5. OUGHT not three thousand more teachers to take and read the INDIANA SCHOOL JOURNAL? EDITORS.
6. If a person should start at noon on Sabbath, and travel westward as fast as the sun appears to travel round the earth, he would return to the same point Monday at noon. Query—Where would he first be told it was Monday?

TABLE SHOWING GENERAL STATISTICAL RESULTS FOR 1868, 1869, AND 1870, AND INCREASE SINCE 1869.

	1868.	1869.	1870.	Increase and decrease since 1869.
Whole Number of White Children between Six and Twenty-one Years of Age.....	592,865	610,654	612,000	1,436 Increase.
Number of Colored Children between Six and Twenty-one Years of Age.....	988	989	992	3 Increase.
Number of Townships.....	108	124	168	34 Increase.
Number of Incorporated Towns.....	37	44	34	10 decrease.
Number of Cities.....	8,692	8,692	8,861	169 Increase.
Number of Districts in which Schools were taught within the Year.....	8,694	8,694	8,769	169 Increase.
Pupils attending Primary Schools.....	425,745	447,418	450,282	2,866 Increase.
Pupils attending High Schools.....	10,991	12,502	12,345	267 decrease.
Average Daily Attendance in Primary Schools.....	275,745	284,652	281,912	12,640 decrease.
Average Daily Attendance in High Schools.....	7,695	8,619	9,177	488 Increase.
Average Length of Schools in Days.....	87	92	97	5 Increase.
Average Number of Schools in Days.....	4,35	4,8	5	2 Increase.
Number of Male Teachers Employed.....	6,462	6,730	7,104	474 Increase.
Number of Female Teachers Employed.....	4,274	4,274	4,722	448 Increase.
Number of Male Teachers Licensed.....	4,968	5,288	5,288	302 Increase.
Number of Female Teachers Licensed.....	3,108	3,432	3,765	313 Increase.
Average Daily Compensation of Male Teachers in Primary Schools.....	\$1 85	\$1 87	\$1 85	20 cents decrease.
Average Monthly Compensation of Male Teachers in Primary Schools.....	\$37 00	\$37 40	\$37 40	40 cents decrease.
Average Daily Compensation of Female Teachers in Primary Schools.....	\$1 42	\$1 41	\$1 40	1 cent decrease.
Average Monthly Compensation of Female Teachers in Primary Schools.....	\$28 40	\$28 20	\$28 00	20 cents decrease.
Average Daily Compensation of Male Teachers in High Schools.....	\$3 23	\$3 79	\$3 86	17 cents increase.
Average Monthly Compensation of Male Teachers in High Schools.....	\$64 60	\$75 80	\$79 28	\$6 49 increase.
Average Daily Compensation of Female Teachers in High Schools.....	\$2 00	\$1 93	\$3 18	\$1 25 increase.
Average Monthly Compensation of Female Teachers in High Schools.....	\$32 00	\$38 60	\$53 60	\$25 00 increase.
Average Cost of Tuition per Pupil, per Month, in both Grades.....	\$	\$	\$1 32	124,951 49 increase.
Amount of School Houses built within the Year.....	\$1,474,832	\$1,085,915	\$1,810,866	83 Increase.
Total Value of School Houses in the State.....	\$5,828,601	\$6,577,268	\$7,982,639	\$16,380 97 increase.
Number of School Houses in the State.....	74	65	83	70 increase.
Number of Brick School Houses in the State.....	6,906	7,207	7,436	299 Increase.
Number of Frame School Houses in the State.....	831	723	743	140 Increase.
Number of Log School Houses in the State.....	8,403	8,461	8,827	186 Increase.
Total Number of School Houses.....	\$1,050,130	\$1,074,427	\$1,155,853	\$3,493 03 Increase.
Number of Special School Revenue Expended within the Year.....	282,892	285,100	276,789	\$8,311 decrease.
Number of Volumes taken out of Township Libraries, for use, during the Year.....	140,279	109,589	99,170	10,418 decrease.
Number of Volumes added to the Libraries.....	6,587	6,587	3,556	3,031 decrease.
Amount paid to Trustees for managing Educational matters.....	\$43,598 30	\$49,227 76	\$53,727 93	\$3,490 18 increase.
Number of Private Schools taught in Public School Houses.....	1,621	1,291	1,291	330 decrease.
Number of Male Teachers Employed.....	429	429	429	56 decrease.
Number of Female Teachers Employed.....	1,168	1,017	1,017	151 decrease.

*This decrease is produced by the Examiners' reporting the cities with the towns in their reports.

†This decrease is not true; it is occasioned by a few Examiners reporting the average daily attendance of each School in the county, and not the average of all the Schools.

BOOK TABLE.

ROBINSON'S ARITHMETIC: A Mathematical Series for Common and Graded Schools. By Horatio Robinson, LL. D. New York: Ivison, Blakeman, Taylor & Co. Indianapolis: M. R. Barnard, Agent, at Bowen, Stewart & Co's.

The universal progress of the age is nowhere more clearly apparent than in our educational matters. The defects of earlier systems, including the dull, difficult, and, in many respects, objectionable text books of twenty, fifteen, and even ten years ago, are passing rapidly away, and in theory and practice, education has kept pace with art, industry, and the exact sciences.

Of course such progress involves changes of text books as well as systems, and we have been called on more than once of late years to pass judgment upon new educational series from various publishers. The one under consideration has interested us more than the most, for the simple reason that its great availability is so plainly manifest.

The arithmetical series is complete in three volumes, to wit: "First Lessons in Mental Arithmetic," "Rudiments of Written Arithmetic," and the "Practical Arithmetic," which brings the student to the academic or collegiate course, for which text books have been prepared by the same author.

In these arithmetics we are first attracted by the admirable arrangement of mental and written exercises under each topic, from the first written exercise to the final example. Those who remember the torture of studying a dull, hard rule in analysis, or anywhere else for that matter, without an example or even an idea of the principle involved, will at once perceive the great beauty and even greater utility of Dr. Robinson's plan, which gives first the analysis, next the operation, and finally deduces the rule therefrom, after which examples for practice are submitted. By these processes, the scholar arrives at an intelligible solution of the various principles so much more rapidly than by the old system, that we wonder why Dr. Robinson was the first to think of it.

By similar processes of induction the beginner is made to comprehend the rudiments of the study, and in this part the "object plan" is used with admirable effect. Children can not fail to be interested in the "First Lessons" of this series, which is at once a delightful picture book and a profound treatise on the science of numbers.—*Indianapolis Daily Journal*.

PIANO AND MUSICAL MATTER, by G. De la Motte. Boston: Lee & Shepard.

In the work before us we have a valuable addition to our musical literature. It is a *multum in parvo*, bringing together in an attractive and available form, a large amount of that kind of information with which every musical student should become conversant. Its dictionary of musical terms its brief musical history, etc., together with much other matter, make it a book of more than ordinary merit. We might, however, take exceptions to the incorrect use of some of its terms, such as "bar" for "measure," "note" for "tone," "An interval the distance between two notes," "A sharp raising

a note," "The natural brings the note back to its former place," "An accident alters the sound of a note," etc. It seems to us that the time has come when there should be greater care in the use of musical terms. While, in our estimation, this detracts from the strictly scientific character of the work, we would nevertheless commend it for much that is valuable to the student.

EVERYBODY knows that Oliver Optic's Magazine, published by Lee & Shepard, for boys and girls, is one of the best juvenile papers in the country. We only mention it to say that it promises even better things for the coming year.

BEECHER'S SERMONS are worth five times the subscription price. There is no weekly publication which comes to our table that we value so highly.

PENMANSHIP.—Wilson, Hinkle & Co. have a new set of writing tablets. Instead of being large cards, each containing many letters, they are only 14x10 inches, with a capital letter on one side and the corresponding small letter on the opposite side. A short description and directions for making are placed under each letter. The advantage in this arrangement is, that the pupil has but one letter placed before him at a time, and thus confusion is avoided. The letters are beautiful, yet simple, and engraved with perfection. They are worthy an examination by teachers.

WE have before us a set of the Eclectic Series of School Geographies, by Wilson, Hinkle & Co., Cincinnati. We have only examined them enough to see that they are printed on beautiful paper in excellent type; are full of well-selected and accurate maps, and are most magnificently illustrated. We shall be able to speak of their subject matter next month.

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No. 3.

WHY ARE NOT THE RUDIMENTS OF LAW TAUGHT IN OUR COMMON SCHOOLS?—II.

BY HON. SAMUEL E. PERKINS.



IN A FORMER ARTICLE I inquired whether the study of the laws of the State was banished from her common schools for any or all of the following reasons, no others suggesting themselves to my mind as possible:

1. Because a knowledge of the laws was comparatively unimportant to the generality of citizens?
2. Because their study was not calculated to develop and discipline the mental and moral powers?
3. Because it was impracticable to teach them in the common school?

In that article I briefly discussed the first suggested reason. In this, I propose to notice, with like brevity, the second reason. Civil laws, the proposed subject of general education, are rules of action prescribed by the supreme power of the State, commanding what in the judgment of the wisest men is right, and prohibiting the contrary.

At the very outset, then, we discover that this study of the laws is the study of the criterions of right, and of their application to the actions of men in individual cases; in short, the study of moral science. And this will more manifestly appear when we look to the instrumentalities by which,

and the modes by which these rules of action are established and prescribed, made known to the people.

As to the larger number of these rules or laws, they were not the work of the executive or legislative departments of Government, but of the judicial; and they consist of general rules of action deduced from the decisions of the Courts and Judges in individual cases, which decisions were made upon principles of natural right and justice, and arrived at after careful study of the relations of men in society, and under the guidance of reason and conscience.

Thus was established and prescribed the body of our common law and equity rules of action. The sovereign power prescribed them through its Judges, sitting in the tribunal of justice.

To illustrate: Moses was the judge of his people. He decided their differences, controversies; their complaints of injuries and breaches of obligations, not upon statutes previously enacted, certainly not in a great majority of cases, but according to the great natural law of equity and right between man and man, as taught by reason, enlightened by conscience. These decisions, we may suppose, according to the practice of modern times, were recorded and published. From these judgments or decisions in individual cases, general rules, laws, governing the subsequent actions of the people, were declared and promulgated.

Such was the origin of our common law; and King Alfred seems to have given it in charge to his judges to make the test of right, in their judgments, the gospel precept: "As ye would that men should do unto you, do ye also unto them;" as after referring to it, he adds: "From this one doom a man may remember that he judge every one righteously; he need heed no other doom-book."

It should be observed that while the law involves the study of all our moral obligations, it divides them into two classes, which it denominates perfect and imperfect, and in its administration, is applied to the enforcement of those only that are classed as perfect.

It should be further remarked, that the rules of our laws are not unchangeable, like those of the Medes and Persians. It is within the knowledge of every man of reading and

reflection, that, while Scripture and conscience tell us that there is a right and a wrong inherent in human actions, neither of these enable us, intuitively, to decide every individual case that arises, according to the principles of equity and right. We mistake, sometimes, in the application of the rule to the facts. Hence, further study and reflection demonstrates that some decisions made by the courts, are wrong, instituting bad precedents, bad law. These, our courts have power to overrule. Hence our law is subject to the spirit of progress towards perfection. The Legislature also has this reformatory power, which it exercises when it is shown that it is necessary to the end that justice be done in all cases.

While the study of the law is thus proved to be the study of moral science, its administration in practice involves the continuous use and application of the rules of logic. Every law suit involves a syllogism, thus: It is the law that a man who commits a crime shall be punished. John Doe has committed a crime. Therefore John Doe must be punished. So in all cases, civil as well as criminal.

What has been said is surely sufficient to satisfy any one that the study of law is admirably calculated to develop and discipline man's mental and moral faculties. Some testimonies may be quoted:

1. *Demosthenes*.—"The design and object of the law is to ascertain what is just, honorable and expedient, and when that is discovered it is proclaimed as a general ordinance, equal and impartial to all. This is the origin of law, which, for various reasons, all are under an obligation to obey; but especially because all law is the invention and gift of Heaven, the sentiment of wise men, the correction of every offense, and the general compact of the State; to live in conformity with which is the duty of every individual in society."

2. *Blackstone*.—"But that a science which distinguishes the criterions of right and wrong; which teaches to establish the one, and prevent, punish or redress the other; which employs in its theory the noblest faculties of the soul, and exerts in its practice the cardinal virtues of the heart; a science which is universal in its use and extent, accommodated to each individual, yet comprehending the whole community; that a science like this should ever have been

deemed unnecessary to be studied in a university is a matter of astonishment and concern. Surely, if it were not before an object of academical knowledge, it was high time to make it one, and to those who can doubt the propriety of its reception among us (if any such there be) we may return an answer in their own way, that ethics are confessedly a branch of academical learning; and Aristotle himself has said, speaking of the laws of his own country, that jurisprudence, or the knowledge of those laws, is the principal and most perfect branch of ethics."

3. *Mackintosh*.—"There is not, in my opinion, in the whole compass of human affairs, so noble a spectacle as that which is displayed in the progress of jurisprudence, where we may contemplate the cautious and unwearied exertions of wise men, through a long course of ages, withdrawing every case, as it arises, from the dangerous power of discretion, and subjecting it to inflexible rules, extending the dominion of justice and reason, and gradually contracting within the narrowest possible limits the domain of brutal force and arbitrary will."

4. *Burke*.—" 'Law,' said Dr. Johnson, 'is the science in which the greatest powers of the understanding are applied to the greatest number of facts.' 'And no one,' said Sir James Mackintosh, 'who is acquainted with the variety and multiplicity of the subjects of jurisprudence, and with the prodigious powers of discrimination employed upon them, can doubt the truth of this observation.' The science of jurisprudence is the pride of the human intellect, which with all its defects, redundancies and errors, is the collected reason of ages, combining the principles of original justice with the infinite variety of human concerns. One of the first and noblest of human sciences—a science which does more to quicken and invigorate the human understanding than all other kinds of human learning put together."

5. *Bolinbroke*.—"They must pry into the secret recesses of the human heart, and become well acquainted with the whole moral world, that they may discover the abstract reason of all laws, and they must trace the laws of particular States—especially of their own—from the first rough sketches to the more perfect draughts—from the first causes or occasions that pro-

duce them, through all the effects, good and bad, that they produce."


6. *Hooker*.—I close these extracts with the splendid and often-quoted eulogium of Hooker: "Of law there can be no less acknowledged than that her seat is the bosom of God, her voice the harmony of the world. All things in heaven and earth do her homage—the very least as feeling her care, the greatest as not exempted from her power; both angels and men and creatures of what condition soever, though each in different sort and manner, yet all with uniform assent, admiring her as the mother of their peace and joy."

I trust nothing further need be added to convince all of the importance, value, and utility of the general study of this noble science of morals, law, and logic—almost of humanity itself.

A NEW MODE OF ILLUSTRATING ELOCUTION. NO. II.

[ENTERED ACCORDING TO ACT OF CONGRESS, IN THE YEAR 1871, BY THOMAS HARRISON, IN THE OFFICE OF THE LIBRARIAN OF CONGRESS, AT WASHINGTON.]

BY PROF. T. HARRISON.*

N our first article, published in the January number of the SCHOOL JOURNAL, some of the fundamental principles of elocution are stated and explained, and the Arabic numerals, with other characters, are introduced to illustrate those principles, and to render the use of them as simple and practical as possible. In the present article, some additional principles are brought forward, and treated in a similar manner.

On page seven, of the article referred to, the remark is made, that "the slide of the second, either upward or downward, is used in ordinary conversation, on almost every syllable." Of the upward slide, Dr. Rush says, "It is the basis of what I have called the diatonic melody; and in correct and agreeable elocution, is more frequently used than any other interval: since it is appropriate to all those parts of discourse which convey the plain thoughts of the speaker."

*Professor of Natural Science in Brookville College, Brookville, Indiana.

Again, he says, "A gazette advertisement, a legal instrument, and the purely communicative style of plain narrative and of description, may generally be read in the thorough diatonic melody. But there are few compositions which are addressed to taste, that have not their melody varied by the more or less frequent occurrence of the coloring of higher intervals than the second."

As an illustration of this, let the first verse of the the first chapter of Genesis be read without emotion, and it will be as follows:

.RR 3 3 3 | 3 3.R | 3R 3 3 3 3 | 3 R 3 2 2s1 ||

In the beginning God created the heavens and the earth.

Every one of the tones in this example, has the upward slide of the second, except the last.

If, however, a rhetorician were quoting it as a specimen of the sublime, or a clergyman as a declaration of the the infinite power of the Deity—the speaker, at the same time, being under more or less emotion—he would be apt to give it as follows:

.RR 3 3 3 | 3s5 5.R | 3s5 R 3 | 3s5 5R-3 | 3s5.R 3 3⁶ |

In the beginning God created the heavens and
3s1 .R ||
the earth.

The slide of the second would still be used on several tones, and, in addition, the slide of the third, as indicated. The rhetorical pause, or the rest, would be introduced more frequently. A slower movement would also be given; and the orotund voice would be employed.

The downward slide of the second is used chiefly in commands. As an illustration, the third verse of the chapter just quoted from, may be taken:

R 3 3 3 | R 3 3 3 | 3 R 3 3 3 | 2s1.R- ||

And God said, Let there be light, and there was light.*

On the first three tones, the upward slide of the second is used. On the next four, the downward slide of the second, and, probably, on the remaining ones also, though on some of them, the upward might be used.

*This passage is given by Longinus as a specimen of the sublime. The writer has heard it rendered by clergymen in different ways; some making the word "was," emphatic and others, unemphatic.

If, however, the passage were given by a rhetorician, or clergyman, under the circumstances named above, he would be apt to give it as follows:

.R 3 3 | 3s5.R | 5s3 R 5s3 R3 | 5s3.R- | R 3 3 3s1 | R3s1.R ||

And God said, Let there be light, and there was light.

The remarks made in reference to the other verse, apply to this also. A slower movement should be given, and the orotund voice employed.

Another illustration of the downward slide of the second, as applied to a command, is given:

.R 3 3 3 | 3 2s1 R 3 3 3 | 3 3 3 2s1 R ||

Go to your studies, and be prepared to recite.

The downward slide of the second is also used in strong affirmation, as in the following example:

.R- 3 | 3 .R 3 | 3 .R 3 | 3 1 .R ||

I came, I saw, I conquered.

Perhaps modesty would forbid the speaker's—himself being conqueror—applying stronger emphasis than the above. If, however, the third person were used instead of the first, by another speaker, not the conqueror, the following emphasis might be adopted:

.R- 3 | 3s1 R 3 | 5s1 R 3 | 8s1 1 R ||

He came, he saw, he conquered.

The slides of the second, instead of being represented by two numerals, as 1s2, 2s1, may be represented thus: 1u, 2d, u indicating the upward slide, and d, the downward; or the letters u and d may be omitted altogether, except in particular passages; as there is scarcely a possibility of their being given incorrectly by any one who has learnt his mother tongue.

The following examples of the other slides, which are explained in the first article, are given for practice:

He said^{1s5} you were incomparable^{1s5}?

Give Brutus a statue with his ancestors^{1s5}?

Seems, madam, nay, it is; I know not seems.^{1s3}

And Nathan said unto David, Thou art the man.^{5s1}

I am ^{3e1}amazed, yes, my lords, I am ^{5e1}amazed at his grace's speech.

I dare ^{3e1}accusation; I defy ^{5e1}the honorable gentleman.

^{5e1}Courageous chief! the first in flight from pain.

Hath a ^{1s8}dog money? Is it possible a ^{1s8}cur can lend three thousand ducats?

The wave, or the circumflex, is of frequent occurrence. There are two kinds, the direct and inverted, sometimes called the rising and the falling. They may be represented thus :

Direct Wave of The Second. 1s2s1. or 121.	Direct Wave of The Third. 1s3s1. or 131.	Direct Wave of The Fifth. 1s5s1. or 151.	Direct Wave of The Octave. 1s8s1. or 181.
Inverted Wave of The Second. 2s1s2. or 212.	Inverted Wave of The Third. 3s1s3. or 313.	Inverted Wave of The Fifth. 5s1s5. or 515.	Inverted Wave of The Octave. 8s1s8. or 818.

After the student has become familiar with the slides, and can manage them with facility, he will have little or no difficulty with the waves.

The following examples of direct and inverted equal waves are given, interspersed with slides. It will be observed that others are used, besides the eight represented above.

^{3e4e3}Hail! holy light.

I come to bury ^{3e5e3}Cæsar, not to praise ^{3e1s3}him. ^{3e5}

You were paid to fight ^{8e5e3}against Alexander, not to rail ^{3e1s3}at ^{3e5}him.

Better pass at once than to be ^{3e5e3}always in ^{3e1s3}danger. ³ ³ ^{3e5} ⁵

^{3e1s3}Cowards die many times; the valiant ^{3e5e3}taste of death but once.

^{3s5s3 3s5} The righteous are as bold as a lion; ^{3s1s3 3s5} but the wicked flee
when no man pursueth.

^{3s1s3 3s5} The wicked is driven away in his wickedness; but the
^{3s5s3 3s5} righteous hath hope in his death.

^{2s5s3} Joy to the world! ^{5s3} the ^{3s5s3} Lord ^{3s1} is come!

^{3s5s3} Rise, ^{3s5s3} crowned with light! ^{3s5s3} imperial Salem, ^{5s8s1} rise!

The waves just given, excepting the last one, are called by Dr. Rush equal waves. There are also others, called the unequal. Waves are unequal when the upward slide is greater or less than the downward, and the downward greater or less than the upward. To represent them all,* is unnecessary. But four are given, simply for illustration:

^{3s5s1} ^{5s8s1} ^{3s1s5} ^{3s1s8}

They are called direct or inverted, as the second note rises or falls, just the same as in the equal waves.

The following are examples of unequal waves:

^{3s5s1}
'Tis well, we 'll try the temper of your heart.

^{3s5s1} ^{3s5s1} ^{3s5s3 3s1}
I will arise, and go to my father.

^{3s5s1}
We will tame his savage breast.

^{3s5s1} ^{1s3s1}
We will conquer him, or die.

The last example, when given with the utmost emotion, would probably be:

^{5s8s1} ^{1s3s1}
We will conquer him, or die.

There are also continued waves, as the following:

^{3s5s3s5} ^{5s8s3s5}
In the examples which follow, waves of various kinds are given:

^{3s5s3s5} ^{3s5s3 3s1} ^{5s1s3 3s1s3 3s1}
The young are slaves to novelty: the old to custom.

*The waves, equal and unequal, are very numerous. Dr. Rush has enumerated no less than one hundred and eighty, and there is doubtless a still greater number.

5s1s5s3

'Tis base, and poor, unworthy of a man,
To forge a scroll so villainous and base,
And mark it with a noble lady's name.

.R- 3 3 | 3s5s3s5.R | 3s5 R 3 3 | 3s5 R 3 | 3s5s3 1 R | .R- 3 3 |
But it *seems* this is an age of *reason*, and the
5s3s5 R 3 3 | 5s3s5 5 R | 3 3 3 3 5s3s5 | .R R 3 3 3 |
time and the *person* are at last *arrived* that are to
3s5s3 3 3s5 R 3 | 5s3 3s5 .R | 3 3 3 3 3s5 R 3 |
dis- si- pate the *er- rors* that have overspread the
3 3 3 5s3 3s5 | R 3 3s5s3 3 1 ||
past generations of *ig- norance*.

.R 5 4 3 | 3s5 R 5 4 | 3s5 5 R 3 3 | 3s5 5 .R |
NATIONAL PRIDE, INDEPENDENCE of our COUNTRY—
3s5s3s5 R 3 3 | 3 3 3 3 3 3 R | R 3 3 3 3s5s1 1 |
these we are told by the minister are only *vulgar*
R 5 3 R 5 3 | R 3 3 3 3 3 3 3 | 5s1 .R 3 R |
topics fitted for the meridian of the *mob*; but
3 3 3 3 3s5s 1 1 | R 3 3 3 3 3 3 3 | 5s3 R 5s1 R |
utterly *unworthy* the consideration of *this house*,
3 R 3 3 3 3s5s1 | R 3 3 3s5s3 1 | .R 3 3 3 3 |
or of the *matured understanding* of the noble
5s3s5 R- 3 | 3 3 3 R 3 3 | 5s1 R 3s1 R ||
Lord who *condescends* to *instruct* it.

5s8 R 5 | 8 5 3 R- 3 | 3 3 3 3s5 5 |
Frown INDIGNANTLY upon the first DAWNING
R 3 3 3 3 R 3 | 3 3 3 R 5 3 | 3s5 5 R 3 3 |
of an attempt to alienate to *any* portion of this
3s5 5 R 3 2 | .1 R 3 | 1s8 8 R | .R- 3 | 5s3 R 3 3 | 3s1.R ||
Union from the rest: the UNION! it *must* be preserved.

5s3 3s5 | R 3 3 3 | 5s3 .R | R 3 3 3 | 3s5 .R |
MY crown is in my *heart*, not on my *head*;
R 3 3 3 | 5s3 3 R | R 3 3 3 | 5s3 .R |
Nor decked with *diamonds*, and Indian *stones*:

R 3 3 3 | 5s3 .R | 3s5s3 3s1s5 | .R 3 3 | .R 5 | 8s5 .R |

Nor to be SEEN: *my crown* is called CONTENT;

.R-5 | .8s1 1 | 3s5.R | R 3 3 | 3s5s3 R 2 | .1 .R ||

A crown it is that seldom Kings enjoy.

In the examples given, the writer has drawn from Rush, Barber, Bronson, and other distinguished elocutionists; and though the notation is generally his own, yet he has been considerably aided by their suggestions, and, in some instances, by their notation, though different from the notation here given, as far as the characters are concerned.

The time, as indicated, need not always be observed strictly. Musicians have what they term *ad libitum*, meaning that the time in music may be varied at pleasure; and so in elocution, in the above examples. Still, it is thought, the time as given will generally be found to agree with correct delivery.

Having spoken of the orotund voice, it may be necessary to explain what is meant by it. Dr. Barber, formerly Professor of Elocution in the University of Cambridge, expresses himself so clearly on this point, in his Grammar of Elocution, that the writer can not do better than quote his language:

"Dr. Rush has described a kind of voice which, from its pre-eminent qualities, he denominates the OROTUND. In its highest condition, it is deep, full, strong, smooth, sonorous, and has a highly resonant or ringing character, like the sound of musical instruments." "This voice is highly agreeable to the ear, and is more musical than the common voice. It is possessed by actors of eminence, and is peculiarly adapted to set forth the beauties of epic and tragic composition. It is heard in its greatest perfection on the vowel sounds."

"The parts of the mouth posterior to the palate, bounded below by the root of the tongue, above by the commencement of the palate, behind by the most posterior of the throat, and on the sides by the angles of the jaw, are the seat of the deep voice I have described. *If the tongue is retracted and depressed*, and the mouth is opened, in such a manner as to favor the enlargement of the cavity described as much as possible, and any of the vowel sounds are then uttered with force and abruptness, and *without calling other parts of the mouth into vibration*, in their passage through it, the orotund voice will be imme-

diately exhibited, in a very high degree, and unmixed in its quality."


"For practice in the pure orotund, unmixed with the palatial, the directions may be condensed thus: Let each of the vowel elements be expelled from the most posterior part of the throat with as much opening force and abruptness as possible, and the long ones with extended quantity, with the condition of the organs first described, and let the effort be so made as to exhaust as much as possible the air contained in the chest upon each element. Endeavor to make the sounds as grave and hollow as possible. This method of sounding the elements will be apt to produce giddiness and hoarseness at first, and must, therefore, be prosecuted with care. By practice these inconveniences will cease, and as soon as they do, the elements should be daily sounded, for some time, in the manner described."

"When the elements can be sounded, subject to the directions above given, let the attempt be made to sound words in this voice. As soon as single words can be uttered, let the attempt be made to sound sentences, and by degrees this voice will be heard upon successive syllables. At first it will be monotonous, but practice will enable the student to vary his pitch with the orotund as easily as with the natural voice."

Now, though we do not recommend attempts to use this voice in speaking or reading, until long practice has placed it at entire command, yet we can assure the student that the elementary exercises here enjoined will improve his natural voice. Their direct tendency is to impart depth, tone, strength, fullness, and smoothness. We ought here to insert a restricting clause, and say that this voice is not the voice employed in common and familiar subjects. It is more especially the appropriate symbol of the dignified parts of epic and tragic poetry, and the more solemn portions of the Scriptures. But a person can not have an impressive delivery in public speaking without the depth, force, and clearness of tone, which the practice necessary to attain the orotund is the most effective method of acquiring. Some persons have a natural orotund. Those who have not may certainly acquire it, except in some rare instances."

PHYSICAL CULTURE.—II.

BY J. L. PICKARD.*

N the present article I desire to be heard in behalf of the little ones who are to be moulded in our schools, and whose future lives will be, to a great extent, what their teachers make them.

The first great care of the teacher, in point of time, must be the body of the child. Physical needs are ever present and ever pressing. In the earliest childhood they absorb the whole time and attention of the nurse and mother. The limit of school age does not shut off the need of this care, though, with advancing years, the child, properly trained, assumes a share to himself, and relieves others for higher, but not more important, duties. In infancy, childhood, and old age, the body is an ever present reality. Not an hour of our waking life passes that some part of it is not called into exercise, and even in sleep the process of nutrition is most active. It is a source of pleasure or of pain, in accordance with its condition. It can never become a matter of perfect indifference. It is only by supernatural power that we are brought into that state expressed by the words, "Whether in the body or out of the body, I can not tell."

The large majority of those who are in our schools must "earn their bread in the sweat of their brow." Such is God's decree. To this end their bodily powers are of vast moment. Good health will be their only capital. Their means of support will lie largely or entirely in their physical powers, and with these they will be abundant or meagre. Much is thought by parents of the mental culture of their children as the only capital they will be able to bequeath them; but the best mind is of little worth to a sickly body. We must earn our living, largely, by manual labor. But few find a ready market for the product of their brains. The pains of a life of toil may be allayed or mitigated by such physical condition as shall secure an easy, and it may be pleasurable, exercise of physical powers.

*Superintendent of the Public Schools of Chicago.

Besides this, the body is a mechanism which the soul must use for the years of this life at least—a mechanism of such wonderful structure and nature as that it not alone fulfills the will of its master, but exerts a wonderful influence over that master—a mechanism instinct with life of its own, and that life so allied to the life of its indwelling soul as to present but one life in the double nature. This mechanism is of most delicate structure, requiring the utmost care for its preservation, easily marred, with difficulty repaired. It is placed in the teacher's hands for safe keeping while in constant use. It is within his province to advise as to the proper nourishment to be taken, that the waste of use may be supplied—to direct as to the position best suited to easy action—to control its movements in the line of greatest efficiency with the least expenditure of force.

The abuse of the body begins at a period back of that of ability to comprehend its nature and its functions. The responsibility of its proper use must rest upon the parent and upon him who, for a part of the time, takes the place of parent to the child. The teacher must be prepared to meet his share of this responsibility by familiarity with the general principles underlying our physical nature, and still farther than that, with the particular nature of each individual child.

At every turn in the teacher's path the child's body presents itself. Muscles are brought into requisition whenever the child enters or leaves the school-room. Vocal ligaments and other vocal organs are called into constant requisition. Proper and graceful postures, requiring thoughtful use of muscles, are essential to good order. Attention is secured through eye or ear. The mind must first be addressed through the senses, and their proper action depends upon the healthful condition of the external organs. To all mental progress the body hangs as a clog or acts as a helper. The mind grows by the expression of its thoughts, and this expression involves the use of voice or hand. The mind is aided by illustrations, and these require a skilled eye and a practiced hand.

The Great Teacher always evinced a wonderful care for the bodies of those whose moral needs He would supply. Inspiration was not complete until it had announced of Him that "He grew in wisdom, in *stature*, and in favor with God and man"—

the *stature* as important as wisdom or God's favor. It contributes not a little to a teacher's success to be able to know when to *rest* as well as when to work, when to urge as well as when to restrain.

The progress of the child will depend largely upon the interest he takes in his studies, and this must be proportioned to the physical comfort attending their pursuit.

NOTES OF EUROPEAN TRAVEL.—X.

BY MRS. J. G. KINLEY.



WEDNESDAY, August 18th, we bade adieu to London and its fog, taking an early train for the British Channel. Away we went through the hop fields of Kent with their queer houses and queerer gables, never resting until we alighted at the foot of the Chalk Hills of Dover. In two hours we should be across the turbulent channel in "*La Belle France*," and I gave myself no uneasiness in the matter, for having crossed the Atlantic, I felt quite sure of my sailorship's being firmly established. A little, rocking, uneasy steamboat gathered us in until every standing place was filled, and for awhile eyes and memory were busy. The "*White Cliffs of Albion*" grew gray in the distance, and Dover castle faded out entirely, when I, alas! faded out also. I can not do justice to the scene which presented itself, when my own internal emotions gave me a respite, for the better survey of those about me. Sublime indifference as to past events, present appearances, and future results seemed stamped upon every face, and a general protest against the horrible stir and commotion of the Channel, came up from the bottom of every heaving breast. At last the journey ended, and the old walls of Calais, so famous in the wars between England and France, greeted our watery eyes, as with unsteady feet we tottered ashore. We were now in a strange land, indeed, and it required the combined skill of the party to make known our wants. By degrees our ears became accustomed to the

voluble language about us, and we improved our own jargon so that we could manage tolerably well if we confined ourselves to short sentences about familiar things. Paris being our destination, we rode through the pleasant country of Normandy and saw the peasants gathering their harvests of poppies. Everywhere grew poppies, which were novel crops to us, and at every cross road, every spring, and every little cosy nook, there stood a crucifix or little chapel dedicated to the Virgin Mary or her Son. We needed nothing more to convince us that we were in Catholic France, and everything seemed so quaint and curious that our eyes never tired of looking for strange sights. Even the roofs of the houses were set on in a jaunty fashion, and were ornamented with gables, turrets, crooks, and chimney pots until they looked poetical in their very queerness. Not a plain Christian roof did I see in all that day's ride, but I rather liked the odd picturesqueness of these funny old gables, and came to the conclusion that very poor houses may be made to look rather spruce and airy by these little French contrivances.

Just as the sun was setting we arrived at Paris, and entered the long waiting room to have our baggage inspected, which ceremony was dispensed with by declaring we had no tobacco, and paying a small fee. Being marked "all right," we took up our line of march for the United States Hotel. It is a custom with travelers when they arrive at Paris to pay their first visit to their bankers, so we did not desire to be an exception, and made our first bow to Messrs. Holtingues & Co. The little missives one gets or expects to get from loved ones at home, have wonderfully attractive powers to hasten one's steps to the aforesaid bankers, to say nothing of the repleted state of one's funds which require reconstructing and replenishing before starting out to *do Paris*.

The contrast between London and Paris is very marked. Paris is as light and cheerful as London is foggy, drizzly, and dark. The French people are as volatile and mercurial as the English are heavy, gruff, and stolid. The French eat from various exquisitely cooked dishes, and wash down the whole with light sparkling wine. The English stuff themselves with roast beef, stewed kidneys and plum pudding, then,

drinking all the beer they can hold, they thank God that the sun never sets upon the English flag.

Paris is so full of magnificence and wealth, and the limits of a letter so narrow, that I know not how to tell anything of the many wonders of elegance and art that have left their impressions so indelibly stamped upon my memory. Joining an American friend who had lately seen much of Paris, we started for a ride through the Bois de Bologne. The first thing that arrested our attention was the Column of July, erected upon the spot where once stood the Bastille, commemorating those who fell in the revolution of 1830. Then we passed the Place Vendome to gaze upon the splendid spiral column covered with emblematic representations of the campaigns of Napoleon I., and crowned with his statue. A short distance further brought us to the Place de la Concorde, where once stood the guillotine, on which were immolated Louis XVI., and Maria Antoinette, his wife, with nearly three thousand other persons, including Gen. Beauharnais, Josephine's first husband. No vestige remains of that "Reign of Terror," and the sun shone as gloriously on that day of our visit as if it had never witnessed the savage deeds there enacted. Away we rode through the Champs Elysees (Elysian Fields), under the magnificent Arc de Triomphe, into the splendid woods of the Bois de Bologne. This park is four miles long and between two and three miles wide, and is the finest park in the world. Miniature lakes, artificial waterfalls, fairy grottoes, and endless labyrinthian walks, offer temptations to the gods to join with mortals in delightful recreations. All that art and taste could suggest and money execute have converted these grounds into the perfection of marvelous beauty. Included within the domain of the Bois de Bologne is Longchamps, the imperial race course, fitted up with pavilions, awnings, and seats, in splendid style. Tired of rambling at last, we resumed our drive, and went along the banks of the Seine to the Hotel des Invalides. Passing in, we stood under its immense dome, and looked down upon the tomb of Napoleon I. Over the entrance is a quotation from his will: "I desire that my ashes may repose on the banks of the Seine, in the midst of the French people, whom I have ever loved."

"Let us stop and see the Morgue," said our friend; "it will delay us but a moment;" so we alighted. The Morgue is a house where all the unfortunates who are drowned in the Seine are exposed to view for a certain length of time for recognition by their friends, when, if not claimed, they are buried. Two cold, blue-looking bodies, with the water from a faucet trickling over them, made such an unpleasant impression upon me that even now I recoil with horror at the thought of them, and I hurried the party away from that dismal place. A stroll through the Gardens of the Tuilleries and a peep into the Louvre somewhat composed my nerves; but I advise lady travelers not to visit the Morgue unless their nerves are steel-plated. The Tuilleries and Louvre are now joined, and the whole covers sixty acres of ground. The Louvre is full of paintings and valuable works of art. Relics of the illustrious persons once occupying this palace are numerous and elegant; and after wearying ourselves with walking and looking, we deferred our visit until another day for its final finishing. Returning to our hotel, we contrived to take in as many boulevards, palaces, and churches as we could crowd into the time. After tea we rode out to see the boulevards and Bois de Bologne by gaslight. In American cities we sometimes try to illuminate the President into his new dignity as head of our Great Republic, but we never succeed in reaching such brilliancy in our best efforts as Paris presents every night. A thousand jets of gas, set in every fanciful design, turn night into day, and make it as safe to travel after night as at midday. It seemed like a land of enchantment, and every house and store enhanced the beauty of the scene. The Bois de Bologne was glorious beyond description. The trees glimmered and sparkled in dazzling beauty, and thousands of persons wandered about enjoying the delicious coolness of a midsummer evening. Music floated everywhere upon the breeze, soothing every sense into tranquillity and peace. High above the woods, towers, and spires, hung the moon in silver splendor, gazing with partially averted face upon this gorgeous city. Glorious, wonderful Paris! What splendor! what horrors! what magnificence and *abandon*! What cruelty and savage barbarism have ye witnessed, and upon what an awful volcano are ye even now standing!

The next day we went to Versailles, by the way of St. Cloud, to visit the most magnificent palace and grounds in the world, costing over two hundred millions of dollars. The enormous expense of this undertaking so impoverished the country that it led to the first revolution in 1789, and stands as a monument of the shameless extravagance of Louis XIV. Countless groups of statuary adorn the splendid avenues and innumerable fountains that everywhere greet you. Jets of flashing water reflect constantly the varying hues of the rainbow, and gorgeous flowers and shrubbery send up a thousand perfumes to gratify the senses. At one end of the park is the grand Trianon, built by Louis XIV for Madame Maintenon, and sumptuously decorated with paintings, sculptures, and famous relics. It was a favorite resort of Louis XIV, Louis XV, and Louis XVI. Napoleon I, also loved the place, and in one of the rooms is to be seen Josephine's bed just as she left it. Walking on to the petit Trianon, we passed the house where the State carriages are kept, and came to the conclusion that economy never had any significance to French monarchs. The petit Trianon was built by Louis XV, for Madame du Barri, and near it stands a Swiss cottage, erected by Maria Antoinette.


To do justice to the palace of Versailles is impossible. Full of historical reminiscences, rich in art works, and containing eight miles of pictures, one feels at a loss to know where to begin, or what to say. Magnificent beyond my powers to describe, is this world-renowned palace, and when the time came to leave its gorgeously decorated walls, we were tired and surfeited with its wealth of long accumulating treasures. Its exquisitely carved ceilings, its magnificent draperies, its grand staircases, and its splendid works of art and elegance, are indelibly fixed in my memory. Dining with friends, whose home is at Versailles, we talked over the wonders we had seen, and ended our day's pleasure by a drive over Louis Napoleon's farm, near Versailles, and a circuitous ride about town. In the glorious sunset hour we rode back to Paris, a distance of twelve miles, and took our accustomed drive, by gas-light, through the Boulevards, Champs Elysees, and Bois de Bologne.

In the morning, we climbed to the top of the Arc de Triomphe and enjoyed an extended and magnificent view of Paris and its suburbs. Napoleon the Third has straightened and widened the streets into elegance and comfort, making every obstacle in his way yield to his ideas of regularity and beauty. This certainly ought to be set to his credit, for he has made Paris the most beautiful city in the world. We visited next some of the most noted churches, not forgetting Notre Dame; but the churches seemed so much alike, and there was so much show, and so little seemingly real in them, aside from the art works, that I soon tired of the endless round, and we drove to Pere la Chaise by way of diversion. To compare this cemetery with many in our own country would be to give Pere la Chaise the second premium, yet it is so full of historic names that its interest to the traveler must be great. Here rest La Fontaine, Moliere, Arago the astronomer, Marshal Ney, Beranger the poet, La Place the astronomer, Sydney Smith, Volney, De Balzac, Rachel the actress, Talma, and Bellini. Every traveler is supposed to go on a pilgrimage to the tomb of Abelard and Heloise when he enters this country, so we would not be unfashionable in the matter; but I assure you, kind readers, that I never had a particle of admiration for Abelard, and were I Heloise, I would not have my dust repose in the same tomb with his, if there were any means of getting it away. Pere la Chaise is really a "city of the dead," and its inhabitants are literally packed into their last abodes. Two hours' ramble brought us back to the gate, and we were whirled away to see some of the many fine fountains, fine palaces, and fine gardens which add so much to the beauty and wealth of Paris. To ride in Paris is a luxury that is not to be enjoyed in any other city we have visited, either on the British Islands or the Continent. The streets are made of cement, and are as smooth and level as the floor of a house. Jolting and bumping are unknown in this city of pleasure.

When we arrived at the hotel, we decided to start the next morning (Sunday) for Cologne, and finish our sight-seeing in Paris after our return from Italy. We were thoroughly tired, and needed rest for brain and body.

PROF. JAMES D. FORREST.

[IN MEMORIAM.]

 HE subject of this sketch was born near the village of Plain Grove, Mercer county, Pennsylvania, April 25, 1840. His father was a farmer and engaged largely in stock raising. On the farm in summer, in the saddle in autumn, and at the village school in winter, the boyhood of the future professor was spent.

At the age of seventeen, he found himself the master of a country school; and such was his progress in his studies, that two years later, his father, a member of the Old School Presbyterian Church, determined to dedicate him to the ministry. He was sent to Washington College, Pennsylvania, where he graduated in 1863. At college he was known as a hard student. The hardy employment of his early years had given him a vigorous constitution, but the earnest mental labor through which he had passed, together with neglect of physical exercise, had left him broken and shattered in health.

From conscientious scruples, he had long abandoned all idea of the ministry. He applied himself to its sister avocation, that of teaching. He taught one school near his native place.

In 1864, hoping that a change of climate might improve his health, he came to Indiana, and settled in Boonville, Warrick county. He taught one year with great success, when the office of Examiner becoming vacant, he was appointed School Examiner of the county. This opened to him a wider field of labor.

The custom of barricading doors to make the teacher "treat," at Christmas, and "ducking" him in some neighboring brook, if he was perverse, were simply barbarous. The comfortless, dark, dingy, old log school-house, with its eight by twelve inch windows, along with its writing desk hinged to the wall, and its seats manufactured from the adjacent forest, with axe and auger, were among things the county had really outgrown.

Professor Forrest set himself the task of removing some of these evils, and bringing the county up with the times in school matters. The work was begun at home. Booneville, he said, should have a graded school to educate her four hundred youths. It should have a building substantial, commodious, and ornamental. What would it cost? Ten thousand. The answer was cool. Why all the school property in the county had not cost much more!

The usual meetings were held, the customary committees appointed, and the usual delays outlived. The result was that early in 1868 the young man, with glowing cheeks and nervous step, betokening honorable pride, saw his school transferred to the new edifice. Newburg, the other considerable town of the county, followed the example, and erected a fine building.

In the outlying townships his labors were equally successful. Everywhere new school-houses went up. Emulous feelings were infused into the different communities, and each strove to keep up with its neighbors in all that pertained to education. Taxes were liberally voted, and cheerfully paid. The appliances which modern times have devised for the school-room were placed within the reach of all.

Institutes were held every year, and Teachers' Associations were established to meet at shorter intervals. The salaries of teachers were advanced. The standard of qualification was raised. Each was done gradually; one kept pace with the other, and the county soon possessed a corps of good teachers, and not indifferently paid for their services. It is not too much to say that every scholar in the county is indebted, either directly or indirectly, to the unceasing labors of Prof. Forrest.

In June, 1866, he was married to Miss Mary Howe, of Booneville. In September, 1869, he was offered the Superintendency of the Newburg public schools. The people of Booneville were full of regret at his departure, but none could blame him. He went to a better situation, and received a larger salary than they were able to give him.

The same success attended his labors at Newburg. He won there, as he had everywhere, the love of his pupils and co-laborers. The good fathers and mothers found that he had four

things eminently requisite in a teacher—kindness, firmness, method, acquirements: consequently after his term was out, he was eagerly employed for the next year. When the term began, he commenced a course of reading and study, to which he devoted every spare moment of his time. He was admonished against such incessant brain work, but his ardor overcame his reason. Disease came on; of what type—the doctors could not agree. He was sick but a short time. He closed his life and labors on the 6th of November, 1870.

He died very peacefully, in the midst of his family and friends. Regret there might have been at leaving his bright, happy home—at being cut down in the full vigor of his manhood, when each day brought its regular task and its appropriate reward, and when he had just entered upon the enjoyment of hard-earned contentment, but he was resigned and hopeful.

His remains, attended by a large number of his friends and pupils, were brought to Booneville and interred under the auspices of the Masonic Order, of which he was an esteemed member.

The noblest aim of man is to leave the world better for his having lived. Our dear friend achieved this object. The mighty columns of humanity from which he has departed will close up; the same struggling and contention will divide the world; generations will come and go, but the influence for good he exerted upon our people, will pass away never.

EDWARD GOUGH.

LET those who would revolutionize the practical relations of men kindly, lovingly, and boldly, meet every issue as it arises, and discuss, in a fearless manner, all questions affecting the rights and interests of man, whether of white, black, or other color; whether male or female, whether rich or poor, monarch or serf, slaveholder or employed.—[Frederick R. Marvin.

NOTHING so arduous can be proposed that it will not be easy to you if your mind be applied to it.—[Sallust.

TEACHING TO READ.



WE desire to call the attention of teachers to the article by Phono, on the "Alphabetic Method versus the Word Method," (as found in the December number of the INDIANA SCHOOL JOURNAL.)

The article, like many others, is a mixture of truth and error; and as it involves the very important question of the "best method of teaching reading," it should be critically examined to see whether Phono or J. Russell Webb is nearest right. I admit that the *word method* in unskillful hands would prove a failure, and so would any other method. I agree with him that none but the *live teacher*, who understands something of the principles of intellectual growth, can call into activity the reflective faculties. Now comes the question, how is this to be done? Mr. Webb says: "The first step in teaching reading is to teach the meaning and value of words." The young tyro has already learned by some process that words are the messengers of thought. It is an axiom that we would do well to understand that whatever stulifies the mind, either because of carrying with it no sense of pleasure or conviction of use, or from the inability of the learner to comprehend the terms employed, is not teaching. Our experience with more than one class has demonstrated that the word method in teaching children to read is the *true* method; first, because it presents no obstruction to the usual drill of the alphabet, spelling by sound, &c.; second, it does not discourage the beginner with a three months' drill upon arbitrary characters, which carry with them no meaning to the mind of the child. But the *first* word and every word carries to the perception of the child the picture of a thought. During his first six years he has been studying objects—he has learned to talk; and why should he be imprisoned for the purpose of going through the a-b abs, when the acquiring of new words gives him so much pleasure. If Phono would propose the Phonetic alphabet he would then have a key to words; otherwise he has *none*. Now the philosophy of teaching children to read is first to present thoughts, through the medium of objects, pic-

tures, and words, such as are capable of being made clear to their conceptions, or at least to their perceptions. The attention, the wide awake interest, the enthusiasm for more knowledge, must first be gained. The first step is often the hardest. The word method is based upon the fact that all words have a meaning, and secondly, that calling words by sight, and not by spelling them out, is the method pursued by all the best readers. The outline of the words *dog*, *house*, *good*, *cat*, &c., is easily recognized; while the difference in p and b, d and q, &c., will puzzle the child for weeks. Take the word *cat*, and there is no resemblance between the word and the letters as heard in the alphabet. The poorest readers I ever heard were those who spelled their way through. Is it necessary that before we know a horse from a cow, or a plow from a steam engine, that we first know all the parts that compose these objects? The child should first learn words by sight, as he would animals. The world owes a debt of gratitude to J. Russell Webb for his "Word Method Primer," of 1846. And though hundreds of teachers to-day have never tested its advantages, and some bitterly oppose it, it has become immensely popular. Let progressive teachers study all methods. And we would especially recommend "Watson's Independent First Reader," as adapted to the word method and spelling by sound; also, "Webb's Dissected Cards" to those that know how to use them. And while we appreciate and heartily recommend the interesting drill of learning the sounds of the letters and the uses of the alphabet at the proper time, we deny that it is a better drill than teaching the use and application of words. Then if the object of elementary training is to awaken and not deaden the mental faculties, if it is healthy development and growth, the natural order would be first the *object*, then the *word* which represents the object, next the *elementary sounds* of that word, and lastly the *alphabet*. The latter comes almost intuitively, if the proper course is pursued. The slate or blackboard, or both, in teaching reading and spelling, is an indispensable requisite with every true teacher. By the aid of the word method, wisely managed, the attention of the dullest child may be enlisted at once. Let us prove all things and hold fast that which is good.

T. O.

VERSAILLES, INDIANA.

CHAPTERS FROM NATURE; OR, OBJECT LESSONS.—I.

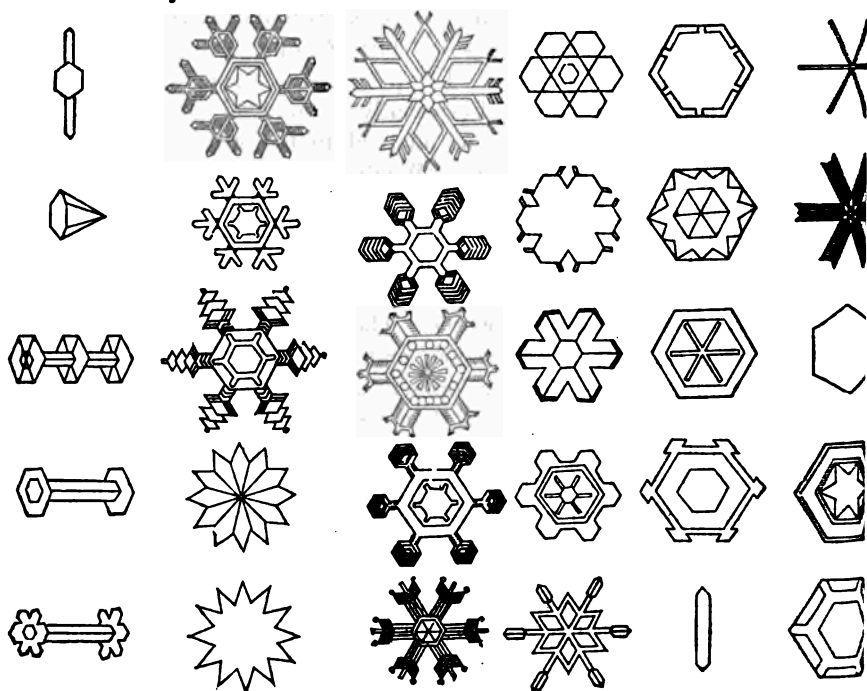


E propose a few short chapters from nature, which may serve well for object lessons. We trust these may prove valuable and interesting to both teachers and pupils. For this chapter, we choose

SNOW.

Snow is vapor congealed by cold into crystalline flakes. These crystals are delicate and beautiful in the highest degree. Small spicula diverge from a common center, like stellar rays from a diamond point of light. The microscope reveals a fragile, not to say spiritual, beauty in a snowflake, but little dreamed of by the boy who crushes its spray spangles into an icy pellet, to be hurled at the head of his play-fellow.

The following cut shows something of this microscopic beauty:



[From Mitchell's New Physical Geography, published by E. H. Butler & Co., Phila.]

Dr. Scoresby, a celebrated Arctic explorer, holds that no less than six hundred varieties of these crystals exist. He has examined and delineated ninety-six.

The wind sometimes drives snow flakes into bunches, like great balls. In 1853, in Vermont, it is said that this aggregation presented an appearance very similar to that of a flock of geese descending from the clouds.

In polar regions and alpine countries, snow is sometimes found to possess a red color. The historian, Pliny, takes note of this phenomenon, and gives age as the cause. De Saussure, and others, assigned the falling of certain alpine plants as the cause.

The annual amount of snow that falls in different latitudes, and the period of continuance; the snow line of mountains; the agricultural advantages of snow, and the meteoric conditions requisite to its production, are interesting themes, but can not be presented in this brief paper. H.

HOW TO MAKE INK.—We find the following recipe for making ink floating around. A cotemporary says the ink is a beautiful black, flows freely, and does not in the least corrode the pen. It is far superior to usual acid ink, which will spoil the best steel pen in a few hours' use. It is made thus: To five gallons of water, at boiling heat, add one-half pound logwood, one-half ounce bicromate of potash, and one-half ounce prussiate of potash. Your ink is then made and ready for use. The cost is six cents per gallon.

BREVITY.—Certainly, it is excellent discipline for an author to feel that he must say all he has to say in the fewest possible words, or his readers are sure to skip them; and in the plainest possible words, or his readers will certainly misunderstand them. Generally, also, a downright fact may be told in a plain way; and we want downright facts at present more than anything else.—[Ruskin.]

OFFICIAL DEPARTMENT.

THE following is a reply to a letter received at this office, in relation to the jurisdiction of a teacher:

INDIANAPOLIS, February 4, 1871.

DANIEL ATKINSON,

Jay county, Indiana:

Dear Friend—I am desired to answer the following interrogatories:

1st. Has a teacher any control over his scholars while on the road coming to or going from school?

2d. When does a scholar come under the control of the teacher, and how far does the teacher's jurisdiction extend?

First. I claim that a teacher's legal jurisdiction is confined to the school premises. He stands in the parent's place in that territory only. As a neighbor and a friend, and as such co-operating socially and morally with the parent, he may have a solicitude and watchful care over pupils at any and all times, and give the parent suitable information relating to their conduct when under and out of his jurisdiction. A confiding intimacy and freedom should at all times exist between them, but as regards legal jurisdiction and accountability to the law, I should not expect the courts to protect me as a teacher when I should attempt to extend my jurisdiction beyond the school premises.

It will be discovered that the answer to the second question is included in the first. I know of no law or decision of the courts that affords me a definite guide in this opinion, and give such conclusions as I reach by inference.

I am, truly,

B. C. HOBBS,
Superintendent Public Instruction.

THE following decision, taken from the XXX Indiana Report, in the case of *Harney vs. Wooden* and another, p. 178, may be of interest to Trustees in providing for summer schools. Under this ruling, if Trustees have levied a tax for tuition, they can employ a teacher and pay the same when the tax is collected:

"Common Schools.—School Trustees, in anticipation of the actual collection of funds levied under the Act of March 9th, 1867, (Act, 1867, p. 30,) may employ teachers to carry on schools within the year for which the levy has been made, to be paid out of the funds when collected."

"Same—School Revenue for Tuition.—The only portion of the School fund which the School Trustees may not expend in anticipation, is the school revenues for tuition belonging to the State, and by it apportioned."

This last sentence explains Sec. 8 of the School Law.

EDITORIAL—MISCELLANY.

WITH pleasure, we invite attention to the excellence and variety of the contributed articles in this number. We believe no subscriber can read these with candor and care, and not feel that he has been well rewarded for his time and money. Without individualizing, we repeat, here is excellence and variety.

PER courtesy of Hon. B. C. Hobbs, we are in possession of the biennial report of the Superintendent of Public Instruction to the Legislature, covering the years 1869 and 1870. This is a voluminous document, containing 350 pages. It contains a large amount of interesting educational history. But a very small portion of the report is devoted to the presentation and discussion of new plans. Some well-timed suggestions are made concerning the remedying of present defects in the system.

The synopsis of statistics and the proposed amendments to the School Law were given in our last issue; hence, need not be repeated. Several fine engravings of colleges and school-houses embellish the report. In a subsequent number we shall present additional statistics from this source.

ENGLAND has at last adopted a genuine public school system. It enters the feather end of the wedge, which, with other operative forces, will split asunder the odious union of Church and State.

Some of the provisions of the law are as follows:

I. No religious catechism or distinctive religious formulary shall be taught, and the Established Church shall not enforce its creeds upon the children of other denominations. Christianity can be taught just as in our schools, but not creeds.

II. School Boards, by and with the sanction of the Department of Education, may require the attendance of all children between the ages of

five and thirteen years. Under certain degrees of proficiency, children between the ages of ten and thirteen may be exempted from attendance.

III. All school expenses are to be paid out of the school funds, which funds are to be derived from fees, loans, Parliamentary grants, bequests, and the like. In a word, the schools are to be in a high degree, free, and in the fullest sense, public. Caste, nor class, is to have place in them; therefore, in them is the germ of democracy, the people, or republican government by the people. This is a step toward republicanism. What goes into the schools afterward goes into the government. Well done!

THE PHYSICAL SCIENCES IN THE COMMON SCHOOLS.

SOME of the most eminent scientists of England, Huxley, Lyell, Playfair, and others, have recently presented a petition to the Commissioners of Education, asking for the introduction of elementary Physical Science into the common schools of that country.

They offer as a reason for their petition the following:

1. We conceive such teaching to be one of the best instruments of education in the sense of intellectual discipline; and in many respects better calculated to awaken intellectual activity than other studies.
2. We think a knowledge of the elements of Natural Science has a high value as information.
3. We are of the opinion that scientific training and teaching in the elementary schools will afford the best possible preparation for that technical education of the working classes which has become indispensably necessary to the industrial progress of the country.

These are significant suggestions and are most probably pregnant with results.

Their first position is that such studies furnish "one of the best instruments of education in the sense of intellectual discipline." This position has been honestly doubted by many, and flatly denied by three-fourths of all teachers of classes the world over. Here is opinion *versus* opinion or dogmatism.

It is time to turn from theories to the true test, facts. Let such teaching be tried, and results noted; then we may discuss facts, not theories.

Their second position has not been so much denied, as simply ignored. Most men have admitted that a knowledge of physiology would be valuable to every one who has to run that delicate machine, "fearfully and wonderfully made," the human body, yet in the face of this confession they have steadily ignored the claims of this science. So in other sciences.

In the third position they recognize the wants of the people, the toiling millions, a condition usually overlooked in England. But thanks to a beneficent Providence, science is democratic, not aristocratic, and by an inhering law gravitates toward the people. When she finds a plebeian and

puts her robe upon him, he is greater than a king. This proposition looks toward the helping of peasants up to royalty.

As prudential provisions they suggest, first, that this instruction should be limited to definite subjects, as "elementary Physical Geography, elementary Physics and Chemistry, elementary Botany, and elementary Human Physiology." They suggest, secondly, that this instruction should not be allowed to "interfere with the teaching of reading, writing, arithmetic, and other essentials of a primary education."

So temperate are these gentlemen in their requests, and so specific in their statements, that aside from the prestige of their names, their positions can not fail to command attention. Such words would have a peculiar pertinence in this country, especially in the West, with its millions of material wealth yet undeveloped. Here rich, raw nature asks Science, with her clear vision and her trained hand, to come, see, and conquer.

Let us consider whether that which is good for England may not be good for America.

ELKHART PUBLIC SCHOOLS.

Report of the various grades for January, 1871.

DIFFERENT GRADES.	Whole number of different pupils enrolled during the month.	Number remaining at date of report.	Average number of pupils belonging.	Average daily attendance.	Per cent. of attendance.	Whole number of days of absence.	Cases of tardiness.	Time lost by tardiness.	Number of pupils not tardy.	Number of pupils not absent.	Number neither tardy nor absent.	Number of visitors.
High School.....	50	27	27.6	20.5	95	22	13	1:45	15	14	9	116
A Grammar.....	57	49	47.7	40.4	97.3	26	11	1:13	40	31	25	106
B Grammar.....	39	35	36	34.3	95.2	34	20	2:18	26	16	11	83
C Grammar.....	55	52	52.2	49.5	94.8	22	14	2:38	44	29	20	71
D Grammar.....	71	61	62.6	61.6	98.4	20	28	4:48	48	35	24	133
A Primary.....	78	74	69.4	65.6	94.5	57	.....	.....	.....	.....	.....	.....
B Primary.....	77	73	69.2	66	95.3	60	15	2:55	53	34	19	75
C Primary.....	55	48	49.7	46	92.5	75	17	3:10	40	14	11	53
D Primary.....	98	92	88	81	92	141	18	3:33	82	34	27	78
Total.....	560	511	502	477	95	487	139	21:00	348	226	146	715

* This column indicates hours and minutes.

J. K. WALTERS.

The papers are eulogistic of these schools. The following we clip from the *Elkhart Review*:

"The public exercises at our Union School, last week, were exceedingly interesting, and demonstrated the fact that rapid progress has been made by the pupils under the present admirable management."

SUGGESTIONS TO YOUNG TEACHERS.—III.

DEAR YOUNG FRIENDS.—Two moons have waxed and waned since last we met. Many plans, purposes, and, I trust, much work, have marked and dignified the busy life of each. Notwithstanding this lapse of time, and these varied plans and purposes, we return to the theme we left. This, you will remember, was

SCHOOL-HOUSE KEEPING.

This school-house keeping, as before intimated, will give prominence to neatness and comfort. These conditions are correlates. They are cause and effect; the former, in a degree, producing the latter. The highest comfort is not attainable outside of neatness.

I.—NEATNESS.

This, as all else in the department of aesthetics, is a variable quantity, including more or less, according to places and persons. Neatness in a tumble-down school-house in a foggy village would not be neatness in the Second Ward School House in Indianapolis; and neatness in an Indianapolis school might not be neatness in a handsomely carpeted, richly furnished Academy of Science in Berlin. Hence this term denotes a variable quantity.

The first work, therefore, is to get a correct measure, some would say a correct ideal; either will do. This is done, as you know by reflection and observation, extended observation. You must see what others do before you will strive to do the same, or better. Seeing this you form your ideal, and then struggle toward it. The ideal here, as everywhere, is better than the real.

At this point you are ready to ask what this ideal includes or excludes. The latter furnishes the easier answer. It excludes dirty floors, whether from mud, bits of paper, whittlings, ambier or other avoidable litter. It excludes shavings and piles of wood about the stove, and ashes or coals on the stove hearth, and spilt water about the bucket, (if one be kept in the house, which should always be avoided if possible.) It excludes dusty seats and desks; also, dusty and greased windows; also, greased blackboards; also, dirty hands and faces among the children. On the other hand, it includes or requires, good taste and general neatness on the part of the teacher; also, a prompt and specific attention to neatness in every department in and about the school. For, be assured, "like teacher like school" is specially applicable in this department. A slovenly teacher need not hope for a neat school-house or a cleanly school.

This will also, in many cases, include pictures, and sometimes vases of flowers. It will also include or require door mats, scrapers, and walks, as means to the general end. Tasteful grounds, i. e. swards, trees, and flowers, must not be overlooked. True, the furnishing of these belongs to the

Trustee, but the preservation belongs specifically to the teacher. Sometimes the taste of the teacher must awaken and stimulate the taste of the Trustees.

2.—COMFORT.

As indicated above, comfort is in a great degree the result of neatness. Beyond or outside of neatness lies the province of ventilation, warming, lighting and furnishing rooms and the like.

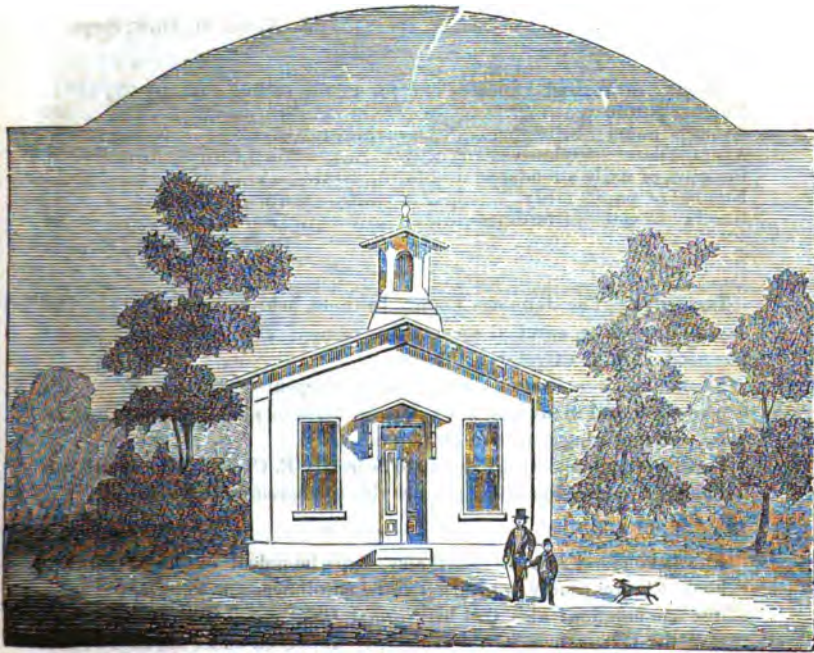
A good school-house keeper will always look well to the comfort of pupils. This will require an intelligent attention to ventilation, warming, lighting, and seating. The means securing these are too numerous to be discussed here. All that can be done is to direct attention to them, leaving each to devise his own ways and means. Here is room for originality and invention.

I close with the hope that every one of my readers may become a model school-house keeper, and thus diffuse neatness and comfort, like air and sunshine, through every school.

Below, I present a cut of a neat and seemingly well-kept rural school-house.

Yours truly,

SENEX.



TERRE HAUTE, Ind., Jan. 20, 1871.

Editors of School Journal:

The teachers of Terre Haute ask the privilege of making an explanation through the columns of the SCHOOL JOURNAL, concerning the "paper" read by two of their number, at the State Association, December 28, 1870. The paper was not a "Teacher's Journal." Not one teacher voted for it, and but one contributed to it besides the editors themselves. It was an individual enterprise, and we feel that we are not responsible for it. By publishing this explanation you will receive the thanks of many teachers.

Yours truly,

A TERRE HAUTE TEACHER.

MONTHLY STATEMENT of Evansville schools for month ending February 3d:

Total enrollment since September 5th, 1870.....	3462.0
Average number belonging, since September 5th, 1870.....	3047.8
Average daily attendance, since September 5th, 1870.....	2953.7
Per cent. of attendance on belonging, since January, 1870.....	98.5
Pupils neither tardy nor absent, since September 5th, 1870.....	441.0
Pupils not absent this school year.....	576.0
Pupils not tardy this school year.....	1523.0
Cases of tardiness in January.....	862.9

ALEX. M. GOW, Supt.

REPORT of Wabash Union School for month ending January 27, 1871:

Number enrolled.....	500
Average number belonging.....	496.15
Average daily attendance.....	487.70
Per cent. of daily attendance.....	95.11
Number of pupils tardy.....	14
Number of cases of tardiness.....	16

PLEASANT BOND, Supt.

INSTITUTE.—The Jennings County Institute, held at Vernon on the last days of December, enrolled seventy-five names. The average attendance was good, and the exercises interesting.

Resolutions were passed asking for the repeal of Section 35 of the School Law, and in favor of a six months term of school throughout the State, and tendering thanks to Examiner Carny.

For the above facts we are debtor to Secretary E. Clapp. His report was too long for publication in full; hence this condensation in its stead.

FRANKFORT.—From E. H. Staley, Superintendent of the Frankfort Schools, Clinton county, we learn that the enrollment was 433—80 per cent. of the enumeration; also, that his Normal Class enrolled 38 teachers, and that of the 117 teachers in the county, 78 have been under his instruction. The Frankfort schools are kept open seven months per annum without any local taxes for tuition. To all of which we can honestly say, well done.

HONORARY.—The Board of Directors of the Northwestern Christian University, on the 8th ult., conferred the following honorary degrees:

On Ovid Butler, long President of the Board, the degree of LL. D. on Prof. A. C. Shortridge, a member of the Board, the degree of A. M.; and on Prof. Catherine Merrill, a member of the faculty, the degree of A. M.

INDIANAPOLIS is moving for an Industrial College: another step in the right direction. The laboring classes are calling for help, and they ought to have it—ought to have had it long ago. If "knowledge is power," it will lighten their burdens and shorten the hours of labor. It is the short line to the "eight hour system."

HON. CHAUNCEY ROSE, of Terre Haute, has proposed to donate \$100,000 to some organization which will establish and maintain a first-class female college, to be located in the southwestern, western, or northwestern part of the State. The liberal devise liberal things.

THE *Laporte Herald* publishes a lengthy and practical address, delivered by Examiner Phelon, before the Teachers' Institute of Laporte county. Judging from this address, he seems to be the right man in the right place. Success attend him and his work.

WE have before us the Course of Study and Rules and Regulations for the Jacksonville (Ill.) Schools. It is a neat pamphlet of some thirty-six pages and shows the schools in a good condition. J. M. Olcott, formerly of this State, is Superintendent.

THE students of the N. W. C. University, Indianapolis, have recently started a college paper. The first number promises well. Young writers will do well to remember that a thin partition divides the "facetious" from the indelicate.

DURING the year 1870, the inmates of the Reform School, at Plainfield, Indiana, recited 92,518 verses of Scripture in their Sunday School exercises. Praiseworthy.

THE students of the State University sent a memorial to the Legislature, signed by almost the entire body, asking legislation in behalf of temperance.

H. H. BOYCE, Superintendent of Gosport schools, has recently been elected to the superintendency of the Franklin schools.

HENRY WARD BEECHER's congregation has recently given ten thousand dollars to endow a chair in Wabash College.

THE GOSHEN TIMES sustains a vigorous editorial column, conducted by D. D. Luke. This is right.

THE spring term of the State Normal School at Terre Haute, will begin the first week of April.

THERE were three hundred and thirty inmates in the Soldiers' Home, at Knightstown, on the first of November last.

THE Peru Republican devotes from one to two columns each issue to educational matters.

POINT COMMERCE, Green county, has recently opened a high school.

QUERIES.

7. Why does physical exercise increase the pulse? M.

8. Are the following expressions correct? (1.) Fetch up the balance of them. (2.) Have you got my book? (3.) I love apples better than peaches. S. S.

9. Is it true? Is it true, as stated on page two, in January number of Journal, where we find these words? "I hazard nothing in saying that not one in five of the teachers of the United States has even an imperfect knowledge of the human body and the laws that govern its healthy action."

W. H. S.

18. Would not a mathematical department in the Journal pay?

ANSWERS.

4. Yes. Respondent.

EDITORS JOURNAL:—Your query No. 1 asks "Is 'H' the fortunate name for Superintendent of Public Instruction? The last three are Hoes, Hobbs and Hopkins." How would "I" do?

6. He would be told it was Monday so soon as he reached the point where Eastern and Western emigration meet—near the meridian of Bhering straits.

6. MR. EDITOR:—In the list of queries, page 80, February number of Journal, we have the following: "If a person should start at noon on Sabbath and travel westward as fast as the sun appears to travel around the earth, he would return to the same point Monday noon. Query.—Where would he be first told it was Monday?"

We venture to present the result of our lucubrations on this query, though not altogether satisfied with the answer given. The part of the world where this traveler will first hear that it is Monday will be, probably, somewhere near or beyond the 180° meridian, reckoning from Greenwich. The place may vary considerably as to longitude, depending on the parallel of latitude on which he moves. Wherever it is, our traveler will find himself suddenly transferred from Sunday to Monday noon, since he will carry noon with him all the time. We present the following reason for our answer: It is probable that the earlier and later European navigators carried their dates with them in earlier times eastward, as far as Hindoostan and the East Indies, and in later times to Australis and New Zealand.

If this be so, a Londoner, for example, when it was Sunday noon would say that it was Sunday, 6 o'clock P. M., in Calcutta, 30° east longitude. The European inhabitants there would give the same hour and day. At Victoria, in Australia, in all places settled by the English, the people would call it Sunday, 10 o'clock P. M., while it was noon at London. At the extreme east point of New Zealand, longitude 180°, it would be Sunday midnight. If there were any settlements not far east of New Zealand, the time would be Monday morning.

Reckoning again from London noon, and looking westward, the Londoner would say that it was 6 o'clock A. M. at Springfield, Illinois, or New Orleans. At this same hour in Springfield it would be two hours earlier in the same day in California, or 4 o'clock A. M., when it was noon in London. At the Sandwich Islands, which probably would take their dates from the American missionaries by whom they were civilized, the time would be Sunday 2 o'clock A. M. Going still further to the west, at the meridian of 180°, it would be midnight—the midnight of course between Saturday and Sunday. We have come now to about the part of the world where the date had been carried eastward from Europe, and the people, according to what has been said, were at this same time, that is when noon at London, calling it Sunday midnight or Monday morning. Somewhere in this region, then, our traveler we think would find it was Monday noon. If he had started from Springfield, it would have been six hours before he reached Monday; if from London, twelve hours; if from Calcutta, eighteen hours; if from New Zealand, twenty-four hours. As Japan was first opened to the world by the Americans, and there is so much westward traffic with the Islands of Japan, Americans residing there would be calling the day Saturday, while others on the same meridian would be calling it Monday, and thus our traveler if he should inquire the day of the week in Japan might learn that it was Saturday, and would find himself making a retrograde movement in time. We had better drop the subject. w.

A B R O A D.

ABOUT four thousand American youth are in European Universities.

MICHIGAN UNIVERSITY has lady students in the three departments, Literature, Law, and Medicine.

THE *Kansas Journal* has passed from the management of Kellogg & Norton to that of Banfield & Dilworth. We welcome the new proprietors to the corps editorial.

SINCE November, the General Government has been publishing daily meteorological observations made at some twenty-three different points in the United States and Territories.

PRESIDENT A. R. Benton, of Alliance College, Ohio, has been elected President of Nebraska University, at Lincoln, Nebraska. A better selection from western men, could not well be made.

MISS GARRETT and Miss Davis were recently elected members of the School Board in London. The former distanced her competitor, Prof. Huxley, three to one. After this, who will say a woman can not run—on election days?

By a vote of the citizens of Mt. Pleasant, the seat of the Iowa Wesleyan University, liquor and billiard saloons were excluded from the corporate limits of the town. 'Tis pity the same could not be done at all other points where colleges are located.

A CERTAIN Mr. Ward, in the Ohio Legislature presented a bill declaring the reading of the Bible in the public schools of the State, a misdemeanor. The bill was defeated by seventy-five nays to fourteen ayes. Honor to the seventy-five; something else for Mr. Ward and his thirteen.

BIBLES.—There are at present eighty-three Bible Societies in active operation in different parts of the civilized world. Since the organization of the first, in 1804, 101,000,000 Bibles had been distributed up to close of 1869. At the present rate of distribution, it is estimated that it will take two hundred and thirty-four years to put a Bible into the hands of every inhabitant on the globe. Two hundred and thirty-four years, ere the glad song will go round the globe, "Peace on earth, good will to men."

VARIEITIES.

THE taxables of Philadelphia are \$500,436,000.

THE *Railroad Journal* says the number of miles of railroad in the United States up to January 1, 1871, was 54,435—5,574 having been built in 1870.

It is estimated that the whole number of persons killed in the United States on railroads within the year ending October 31, 1870, was 268, and the number wounded 484.

THE annual rain fall in the different zones is as follows: In the tropics, 96 inches; in the north temperate, 37; in the frigid, 15. A sufficient quantity annually falls on the entire globe to cover it to a depth of near five feet, or, as estimated by Prof. Maury, an amount sufficient to form a lake 24,000 miles long, 3,000 wide, and 16 feet deep.

THE number of members of the United States House of Representatives, at different periods, has been as follows.

1793.....	65
1793-1803.....	105
1803-1813.....	141
1813-1823.....	181
1823-1833.....	213
1833-1843.....	240
1843-1853.....	223
1853-1863.....	236
1863-1873.....	243

THE American punch, *Punchinello*, after an existence of nine months, punched a hole through itself and expired.

BOOK TABLE.

ECLECTIC SERIES OF GEOGRAPHIES, complete in Three Books. By A. Von Steinwehr and D. G. Brinton. Cincinnati: Wilson, Hinkle & Co.

In our last number we mentioned these geographies and commended everything about them with which publishers have to do. In binding, in quality of paper and clearness of type, in variety, aptness, and beauty of illustrations, in number and accuracy of maps, they are equal to the best, and in some of these respects, surpass any books we have examined. They are things of beauty, and will delight many eyes.

In looking into the subject matter of the books, we find many things to commend, and but few to find fault with.

The following are some of the good things we find: 1. In geography, as in many other branches of study, only a small part of the subject can be mastered in school; hence the great importance of making the best selection of matter. The selections are certainly good. The leading points and principles are given to the exclusion of unimportant details that can not be remembered if learned.

2. These facts are not thrown together hap-hazard, as in some of our geographies; but are arranged on a uniform plan. Subjects come in their logical order, and are treated in a systematic way.

3. The maps indicate, by their coloring, the physical features of the countries they represent. The shading of the mountain ranges indicates both the height and the declivity of their slope.

4. Especial attention is given to the study of the maps. The map is always on a left-hand page, while the questions upon it are on the page facing. This is a good arrangement. In our opinion, maps are not used half so much as they should be, in our schools.

5. The subject of map-drawing is introduced in the second book. A system of squares, instead of triangles or circles, is used, which seems very simple and practical. In the Third book only the parallels and meridians are used. The one prepares for the other.

6. We like the plan of having the questions follow the text. It is a decided improvement on the old question-and-answer style. It would have been still better had the questions not been numbered, so as to indicate the paragraph in which the answer is found.

The only serious fault we have to find with any of the books, is with the Primary. This, in our opinion, starts at the wrong place, and covers too much ground. (We must remember that nineteen teachers out of twenty, will teach the book as given and nothing more.)

Then, we do not believe that a child's first lesson in geography should be that "Our world is a very large round ball," that "it does not stand still, or rest on anything, but moves around the sun." Neither should his third lesson be on "poles, equator, parallels, meridians, and axis." These are difficult problems for mature minds. We also doubt whether a child at the age at which he should begin the study of geography, can comprehend

Forms of Government, Republic, Monarchy, Kingdoms, Empires," etc.

We are of the opinion that in geography, as in other studies, the child should be led gradually from the known to the unknown. Barring these defects, as they seem to us, in the Primary book, the series is a superior one, and its many new and excellent features will commend it to every teacher who welcomes improved methods of instruction.

Teachers, examine for yourselves. Daniel Hough and Cyrus Smith, at Indianapolis, are agents for Indiana.

THE SEAT OF EMPIRE, by Charles Carleton Coffin. Boston: Field & Osgood. 12 mo: pp. 232.

This work confines itself chiefly to the regions of country through which the North Pacific Railroad is to pass. It gives some account of various parts of Minnesota, especially Duluth, at the head of Lake Superior; also, the iron region thereabouts. Then he turns westward, touches the Red River country, Dakota, Montana, Washington Territory; the prairies, Rocky Mountains, timber, minerals; rivers, the Columbia, Saskatchewan, Assiniboine, and others. Many of the scenes are draped in the haze of romance and adventure.

To any one fond of unbroken wilds and gorgeous scenes, with a little of the rough and hazardous, this book will furnish entertainment and information. To any having an eye to sharp speculation in fine lands and rapidly developing towns and cities along a great line of railroad, this work will be of decided value. A judicious investment of a few hundred dollars in a corner lot, or a fertile quarter section, will often yield a heavier profit than to toil for years in the school-room. To this end this book is valuable. A fine map of the Northern Pacific Road accompanies it.

MITCHELL'S NEW OUTLINE MAPS. Philadelphia: E. H. Butler & Co.

There are two sets of these maps—large and small. The large series comprises seven different maps, and they are strictly outline maps, not a name appearing upon them. We have before us, No. 2 (North America) of this series, and it is certainly one of the most beautiful maps we have ever seen. Both the physical features and political divisions are clearly defined.

An outline of the State of Pennsylvania (area 46,000 square miles) is engraved on the map of each continent, drawn on the same scale as the map on which it is placed. By this means the comparative size of each country is at once suggested to the eye.

These maps are on canvass, (size, 55x63 inches,) beautifully colored, and mounted on rollers. The price per set is \$20. This is certainly very cheap. *

"**THE BOOK BUYER**," published by Charles Scribner & Co., gives an interesting summary, each month, of American and foreign literature. It has a London correspondent that keeps its readers posted in regard to all new foreign publications.

FIRST STEPS IN MUSIC, by George B. Loomis. Ivison, Blakeman, Taylor & Co.

This work makes the first steps as easy as they should be delightful.

'Tis sweet and delightful to have the young, as they step to school, to step to music.

SKETCHES OF CREATION, by Alexander Winchell, LL. D., professor of geology, zoology, etc., in the University of Michigan. New York: Harper & Brothers. W. P. Rogers, Indianapolis, agent for Indiana.

This is one of the most interesting books we have examined in many a day. It is a general view of the latest discoveries and conclusions arrived at in the various sciences in reference to the history of matter and of life. It also discusses the primordial condition, and the ultimate destiny of the earth and the solar system.

I select from among forty, the following headings to chapters: "The Solar System in a Blaze;" "Old Ocean Commences Work;" "An Underground Excursion;" "The Scenery of the Coal Period;" "The Reign of Ice;" "Method in the History of Life;" "The Worth of Time;" "Primal Man;" "Will there be an Animal Superior to Man?" "The Machinery of the Heavens Running Down."

These topics indicate the general character of the book. It is written in a very attractive style, and is popular and scientific at the same time.

PRINCIPLES OF PHYSICS, by Benjamin Silliman, M. A., M. D., professor of general and applied chemistry in Yale College. New York: Ivison, Blackman, Taylor & Co.

It is not necessary for us to speak of the general character of this book. Professor Silliman's name is a sufficient guaranty for its accuracy, its profundity, and its being fully up with the times in all new discoveries and new theories.

The book is too large and too difficult for any except advanced classes in colleges, but it makes a splendid reference book for teachers of natural philosophy. And every teacher should have reference books. The teacher who never goes beyond the text book in the hands of his pupils, is not a good teacher, to say the least.

M. R. Barnard, at Indianapolis, is agent for Indiana.

THE SCHOOL FESTIVAL, conducted by Alfred L. Sewell, who is assisted by Mrs. M. B. C. Slade, is a youths' magazine, devoted to school exhibitions, and Friday-afternoon exercises. It is full of dialogues, declamations, recitations, readings, tableaux, charades, etc.; just the kind of a paper that the boys and girls want. There is always a great trouble about finding appropriate pieces for these occasions, that have not been given many times before. The *Festival* will bring something new with every number. Each number, in the future, will also contain a "motion song," by Mrs. Slade. If you want it, send fifty cents to Alfred Sewell, No. 9 Custom House Place, Chicago.

THE GALAXY, published by Sheldon & Co., New York, is one of the best literary magazines that comes to our table. It has some of the most able contributors that the country affords. Among them are Mark Twain, Richard Grant White, Justin McCarthy, Bayard Taylor, Ike Marvel, Dr. Drapes, and other names as popular.

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INDIANA SCHOOL JOURNAL.


Vol. XVI.

APRIL, 1871.

No. 4.

ON THE FORMATION OF HABITS AND THE DEVELOPMENT OF CHARACTER AT SCHOOL.—I.

BY PROF. W. F. PHELPS.*

HE demand of the readers of our educational journals at the present time is for "something practical." The days of mere theorizing in education seem to have passed away. The great desire of teachers everywhere is to learn how to do their work in the best manner possible. Hence our professional organs are largely engaged in the discussion and presentation of *methods and incidentally of the principles which underlie them*. This is well. No doubt that under the impetus of this agitation of modes and principles, the average skill of the great mass of teachers will be increased in respect to the branches taught, and that better results will be achieved in the domain of intellectual culture. This will be an important point gained. For, one step, and perhaps the first step, toward the elevation of man is to improve him intellectually.

But there is a "practical education" and there are practical methods for the school-room, that do not pertain exclusively to Reading, Grammar, Arithmetic, the Calculus or Analysis. There is a kind of training which, in importance and utility, surpasses them all; for it has more to do with the character, and hence with true success in life, than does the power of

* President State Normal School, Minnesota.

computation or expression. *That training refers to the formation of right habits and the development of character, consequent upon it.*

This is a work more comprehensive in its scope and influence than mere intellectual teaching, and indeed than any other teaching whatsoever. It lays hold of the whole being—physical, intellectual, social, and moral. *It supplements knowing with doing. It attends to the repetition of good thoughts and actions, until by dint of such repetition, what was at first difficult, or perhaps irksome, becomes easy and pleasurable.* It is one thing to *know*, and still another habitually to *do*, the right. There are thousands alike in the school of childhood, and in the far greater school of active life, who “know their duty but do it not.” This fact is indisputable. All will admit it, and yet too many of us close our eyes to the impressive lesson which it ought to convey. It reveals the gravest defect in our plans of teaching that can possibly present itself. To teach the youth of our land to *know* and still not lead them to the *practice* of that which is just and true, is to increase their capacity for evil, while it does not necessarily induce the corresponding right action. Not to supplement at every step the *knowing* by the *doing*, the *thought* by the *action*, the *knowledge* by the *practical application*, is as unwise in manners and morals, as it would be in a school of mines, a commercial college, or a military academy. Of what avail would a system of military tactics be if taught from a book without the corresponding practice? How vain to attempt a mastery of the science and practice of accounts without the actual drill of the day-book, cash-book, journal, and ledger? And yet this is too often precisely the way in which we attempt the formation of habits and the development of character in the school-room, if indeed we attempt it at all. We give theory upon theory, and precept upon precept, with too little regard for the actions by which a knowledge of them ought ever to be followed.

I am fully persuaded that here is a field which lies almost entirely uncultivated before us. A human being in this life, and indeed in the great hereafter, will be precisely what his character makes him—no more; no less. Man is emphatically a creature of habit. And it is the chief end of education

to form good habits, to develop a perfect character. The character of any individual may be said to be the sum total of his habits. But what are habits? They are actions repeated until they become easy, pleasant, and are performed almost unconsciously. On the theory that all our faculties—physical, mental, and moral—are conjointly, not equally, concerned in every act of life, our actions must thus possess a threefold quality. There must be a moral quality even in what might be called a purely physical or mental act, in the sense that the act is either right or wrong, useful or hurtful. And again, in every physical or moral action, there must be in the conscious mind a distinct correlation and an impulse of the will.


If the truth of these positions be conceded, it will further be admitted that not only may good actions spring from right intellectual perceptions, but that such actions may by reciprocity of influence lead to noble thoughts and virtuous resolves. No thoughtful person will probably deny the reflex influence of outward actions upon the mental states. An act which at first is distasteful, if often repeated will soon become agreeable, and eventually ripen into a fixed habit, an element of character. Whether the action be good or evil, the result will be a corresponding habit. The law is invariable and the consequence inevitable. It is thus by repetition that actions become habits; habits become fixed, and exercise a complete dominion over us. They determine the character.

Now, the simple question is, how can these principles be applied in the daily practice of the school room? What can be done? What methods may be specifically employed to form desirable habits, and thus to assimilate the character of our children and youth to that standard of perfection which makes the perfect man and woman? It will be the aim of this series of papers, not to afford a complete answer to these questions, but to suggest a few practical hints looking to the solution of the important problem under consideration.

PRINCIPLES are the springs of action—actions the springs of happiness or misery; be careful, therefore, in establishing correct principles.

**HOW DARK VENOUS BLOOD IS CONVERTED
INTO SCARLET ARTERIAL BLOOD, AND THE
WASTE OF THE HUMAN BODY IS KEPT UP.**

BY PROF. RICHARD OWEN, M. D.*

N order to understand this process, let us examine:
I. *To what part of the human body the dark crimson or venous blood goes, in order to be purified.*

Returning from all remoter parts of the system, where it had deposited its nutritive materials, the venous blood is poured, by the ascending and descending vena cava, into the right auricle, or upper compartment of the heart; thence it passes through the tricuspid valves to the lower compartment, or ventricle, on the same side of the heart. By the contraction of its fleshy walls, this ventricle forces the black blood through the pulmonary arteries into the lungs. These are spongy bodies full of air cells, to which the atmospheric air penetrates by the windpipe, bronchial tubes, and other minute ramifying channels, until it is only separated from the blood by the thinnest of membranes. The blood, as we just said, reached these cell walls by the pulmonary arteries, branching until they finally terminate in capillaries, that spread themselves over the one side of a cell wall, while the air is on the other; and when the crimson blood has been purified by a process which we are about to examine more fully, these minute capillaries communicate, at their other extremity, with the pulmonary veins, which carry the purified blood back to the heart. But, instead of pouring it into the right side again, they empty their contents into the left auricle, whence passing through the mitral valve into the left ventricle, the arterial blood is propelled into the great aorta, and thence sends nourishing streams, of a scarlet hue, through uninterrupted channels to the farthest extremities of the body, where it encounters capillaries similar to those in the lungs, that return the now somewhat vitiated fluid into the veins, and thus a constant greater or systemic circulation is kept up, besides the lesser or pulmonic circulation. But, it may be asked, what wonderful chemical change took place in the

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lungs, by which the venous blood (as well as the fluid from the thoracic duct, resulting from chylication) was converted as above into arterial blood?

In reply, we will now proceed to describe—

II. *What the venous blood encounters in the lungs for its purification.*

The atmospheric air, which it will be remembered, entered the trachea, or windpipe and reached the air cells of the lungs, is composed of two gases mechanically mixed in unequal proportions: 1. About one-fifth of the atmosphere is oxygen, or vital air, which pervades nearly all nature; and 2. Nitrogen, or azote, constitutes about four-fifths of our atmosphere, and serves to dilute this oxygen, somewhat as water dilutes alcohol, thus rendering it milder. This oxygen has a great affinity for a number of bodies, among others, for carbon, an element found in all animal and vegetable bodies; charcoal, coke, graphite, or so called blacklead, as also diamond, are nearly pure carbon. When fluids of different densities remain on different sides of animal membrane, they are found after a short time to commingle; the passage of fluid to the interior of a cell is called endosmose, and the transit outward is exosmose. The oxygen, by this process, passing through the cell walls of the lungs, encounters the carbon of the blood, and, uniting with part of it, forms carbonic acid. Some physiologists believe that a portion of the oxygen unites also with the iron in the hæmatine of the red corpuscles of the blood. At all events, whether in or out of the body, oxygen, when mingled with dark crimson blood, renders it a bright scarlet. This color the blood retains in the arteries, and only loses it again in the capillaries at the extremity of the body before entering the veins.

The carbonic acid, thus formed from the union of the carbon and oxygen, is being constantly thrown off from the lungs, as can be proved by the sediment formed when we breathe into lime water; watery vapor, the nitrogen inhaled, and other excreta, are likewise thrown off by the lungs.

Lastly we will examine—

III. *How the process of purifying venous blood serves also to keep up animal heat.*

When wood or coal burns in a fireplace or stove, the combustion, which is the intense chemical action between the

carbon and hydrogen of the wood, and the oxygen of the air, is a source of heat. Just so heat is kept up in the human body, by the chemical union of the carbon, etc., in our blood with the oxygen taken into the lungs. The greatest heat, when combustion is going on, is near the stove, hence we would expect the greatest heat to be near the lungs, and sometimes it might rise too high and sink too low; indeed such would doubtless be the case but for wonderful adjustments, which so equalize the heat that the human body in health always indicates about 98° F.

It has been ascertained that the capacity of arterial blood for heat is greater than that of venous; therefore, when the chemical action in the lungs would be expected to raise the temperature above its usual condition, the heat only becomes latent or hidden, until the blood carried along the arteries to the capillaries in its course gradually loses its capacity for heat. By experiment scarlet blood is found to have one-seventh more capacity for heat than crimson blood; or, in other words, the scarlet blood becomes capable of absorbing one-seventh more heat than it already contains, without increasing in sensible temperature. [See Johnson's Chem. of Common Life, II. vol., p. 323.]

In addition to the above, the constant exhalations from the skin and lungs, when these functions are not interrupted by disease, tend, by their evaporation, to decrease the temperature, which otherwise would be increased by violent exercise or by a very warm atmosphere. Thus the equilibrium is constantly kept up in the circulation and animal heat of the mammals and birds, the latter attaining a temperature of 110° F. Even the whale and Arctic fox keep their temperature (notwithstanding the rigors of the frozen regions), the former at 104° F., the latter at 106° F. It is not so with the fishes and reptiles, the temperature of whose bodies rises and falls to considerable extent, with the increase or diminution of temperature in the surrounding medium. In conclusion, let us draw from these observations some

PRACTICAL INFERENCES.

1. That it is essential, in order to preserve health, that we should, at proper intervals, furnish to the stomach well masticated, tolerably nourishing, and digestible materials, pro-

portioned to the amount of waste engendered by exercise of body or mind, rigor of climate, growth of the body, etc., varying this diet and making it consist in due proportions of heat-giving or respiratory, histogenetic, or muscle-forming, sometimes called plastic food, and also in the phosphatic ingredients necessary to supply the waste in the brain and nervous system.

2. It is important, if we would enjoy good health, that the lungs should have a constant supply of pure air, by thorough ventilation of rooms, and by due expansion of the spongy or parenchymatous structure of the lungs. Add to this the propriety of keeping up cutaneous exhalations, by ablutions, friction, and the avoidance of sudden cold drafts of air, especially when the pores are opened by warmth. The aggregate length of these pores on an average human body has been estimated at twenty-eight miles. We may well imagine the evils attendant on clogging such a lengthy and important canal, or safety tunnel, and of returning upon interior organs the extra heat and vitiated excreta, which thus would be denied their usual channel of exit. Knowing all this, let us act accordingly.

NOTES OF EUROPEAN TRAVEL.—XI.

BY MRS. J. G. KINLEY.



At twelve o'clock, we embarked at Cologne for a trip up the Rhine. For a few miles the Rhine disappointed us, and it was not until we have passed Bonn that the scenery became grand. Going up the Rhine instead of down, gives the traveler a longer opportunity of gazing upon the ruins, so thickly studding its banks, as the current is very rapid, and boats necessarily move slowly. "The castled crags of Drachenfels," nestling among its seven mountains, and crowned with ruins, gave us our first impressions of the real grandeur of the scenery. Then the famous castle of Rolandseck, overlooking the ruins of a convent on the island opposite, brought the pathetic legend of Roland and his nun bride fresh to our memories. Lingeringly we moved

along, gazing on the banks, sometimes rising into bluffs, on either side, ruin-crowned and grand; at others, reveling in luxuriant vines, suggesting the thought that grape vines may grow on air alone, so little soil was perceptible on these rocky river sides. All the afternoon we admired and feasted our eyes upon the glories so dear to every German heart, and at night, not willing to lose any of the grandeur of the scenery, we left our boat and stopped at St. Goar, an old monkish fastness on the side of a picturesque hill. Early as we could see, the next morning we went out to see Rheinfels Castle, thinking to get a glimpse of the ruins without the interference or aid of a guide. But these guides have an eye to business, and before we had got into the well, or cistern, one of them made his appearance, and we, of course, were victimized as usual. But after all we enjoyed the scenery, taking a long walk and studying the botany of St. Goar.

At ten o'clock a boat came along, and we went aboard to finish the Rhine. Mouse Tower first greeted our eyes, and we expected to see on its top the spook of poor, old, miserly Bishop Hatto, who kept his corn, starving the poor, then burning them in his barn, and was himself eaten up by mice by way of judgment for his crimes. But no spook was visible—nothing but sunlight rested upon its summit as we passed on our way. We passed the summer palace of Prince William Frederick of Prussia, perched high on a perpendicular rock. The inmates waved their handkerchiefs towards us and we returned the salute, but when we passed the glorious stripes and stars of our own country floating from the summer residence of our minister to Frankfort, three cheers went up with a will, waking the slumbering echoes of the vine-clad hills of Fatherland for miles around, for most of our passengers were either Americans or English.

All the morning we had been thinking of Mrs. Norton's beautiful poem, "Bingen on the Rhine," and now we were stopping at the little quay of Bingen. There was nothing remarkable about the place, but the sentiment of the poem clung to us, and invested Bingen with a kind of halo. At Mayence we exchanged our boat for the cars, and rode to Darmstadt, the capital and residence of the Grand Duke of Hesse.

Our destination was Prague, and after a tedious pantomime to obtain tickets for that venerable town, we got fairly started, and made our first halt at Bamberg, an old place containing a cathedral of the eleventh century, full of relics. Arriving at Nuremburg, in Bavaria, we stopp'd for the night. All day we had traveled at a snail's pace compared with the rate of traveling in America, and we had abundant leisure to study the country and methods of cultivation. No fences divide the land, and the farms have more the appearance of highly cultivated gardens than common farms. The women do much of the out-door work, and it was not an uncommon thing to see a woman and a cow harnessed together to a cart, with a man as driver walking behind. Everywhere in Germany women seem to carry the heaviest burden of life, and I noticed that they had a hard, stolid look, as if life were scarcely worth the struggle. Strapped on their backs they carried huge baskets filled with vegetables and other things, and it was a mystery to me why they didn't lie down and die under such a pressure.

Nuremburg, on the river Pegnitz, deserves more than a passing notice, and I can do no better than to quote from Longfellow:

In the valley of the Pegnitz, where across broad meadow lands
Rise the blue Franconia mountains, Nuremburg the ancient stands.

Quaint old town of toil and traffic, quaint old town of art and song,
Memories haunt thy painted gables, like the rocks that round them throng:

Memories of the middle ages, when the emperors, rough and bold,
Had their dwelling in thy castle, time-defying, centuries old;

And thy brave and thrifty burghers boasted, in their uncouth rhyme,
That their great imperial city stretched its hand through every clime.

Everywhere I see around me rise the wondrous world of art—
Fountains wrought with richest sculpture standing in the common mart,

And above cathedral door-ways, saints and bishops carved in stone
By a former age commissioned as apostles to our own.

In the church of sainted Sebald sleeps enshrined his holy dust,
And in bronze the twelve apostles guard from age to age their trust;

In the church of sainted Lawrence stands a pix of sculpture rare,
Like the foamy sheaf of fountains, rising through the painted air.

There, when Art was still religion, with a simple reverent heart,
Lived and labored Albert Durer, the Evangelist of Art;

Hence in silence and in sorrow, toiling still with busy hand,
Like an emigrant he wandered, seeking for the Better Land.

Emigravit is the inscription on the tomb-stone where he lies;
Dead he is not—but departed—for the artist never dies.

Fairer seems the ancient city, and the sunshine seems more fair,
That he once has trod its pavement, that he once has breathed its air!

Through these streets so broad and stately, these obscure and dismal lanes,
Walked of yore the Master singers, chaunting rude poetic strains.

There Hans Sacho, the cobbler, poet laureate of the gentle craft,
Wiseest of the Twelve Wise Masters, in huge folios sang and laughed.

Vanished is the ancient splendor, once before my dreamy eye
Wave these mingling shapes and figures, like a faded tapestry.

MENTAL CAPITAL.



WHO are the world's workers? Educated men and women. I mean educated in its true and literal sense. There are many quite learned who are not educated, and *per contra*, many well educated who are not learned.

The "school master is abroad," and so is the college graduate; and the latter often aspiring to the position of the former, and sometimes without ability to fill the same. Many of our college graduates are uneducated. This is true not only of our local western colleges, but you will also find men (?) with *Yale* and *Harvard* diplomas, that are very superficial.

This to some extent is the student's own fault, but in a large measure it is the fault of the would be instructors.

So many think that an educated man is something like a "stuffed" fowl. If their crude idea, or notion rather, were coined in words, the definition would read as follows: An educated man—One with a large amount of extraneous matter put into his brain. There are many *learned* men who seem to fill this measure. They hold their knowledge as a barrel holds fluids; turn the spigot of the barrel, in other words

open their mouths, and the subject with which they are filled will come pouring out, until the mental cask is exhausted, and then you must allow them to fill up again. They have no capital.

One part of the teacher's work is to inform the scholar that there are great beauties hidden in language, many wonders in the fields of science, and deep mines in mathematics in which are rare gems; but the *greatest* work is to let him know that he carries the key that unlocks all this knowledge, that he has a fountain within him from which he may draw, *yea must draw* if he succeed.

You often hear of "self-made men." Every *man* is self-made. No school or school master can supply *brains* and *work*.

I am not anxious that the present subscribers to the Journal read this article, for they are progressive and know what education means, but I hope they will pass this number around so that the thousands of teachers non-subscribers may read it. For the benefit of the latter class I will resort to definition. The verb educate is derived from the Latin preposition *E* out or from, and the verb *ducere* to lead. Quit the process of pouring in, commence the practice of drawing out.

The world's workers are men having a large mental capital upon which to draw, and they are continually adding thereto, keeping the supply constantly ahead of the demand.

What has been the cause of the failure of so many who, at home, in the district school, at the seminaries, and abroad at colleges, were dubbed geniuses, and of whom friends expected great results. Their capital has lain idle; they have not put it out at interest; they have ceased to work. The moment one ceases to be a worker in this world, that *moment* he commences retrograding. You have perhaps heard the comic but forcible definition of a genius. "One who swallows an idea, and throws it up *kicking*." One has also truly said that genius is labor. I care not what occupation or profession we engage in, unceasing labor is the price of success.

Let not the young man or woman look forward to the completion of the college course as the end of toil.

I remember something of the soliloquizing of two persons of whom I read when a school boy, in one of McGuffey's readers. "Well," exclaimed a young lady, just returned from

school, "my education is at last finished!" "Indeed, it would be strange, if, after *five* years hard application, *anything* were left *incomplete*." "The only *wonder* is, that *one* head can *contain* it all!"


"Alas!" exclaimed a silver headed sage, "I have spent all my life in acquiring knowledge; but how little do I know!"

The art of teaching is to impart instruction without seeming to do so. Let the student think he has reached the result *himself*, and it will give him confidence, and lead him to draw upon his own mental capital.

What is the grandest life? It is that of one of the worlds indefatigable workers. It seems to me that God crowns such with the noblest death. They "cease at once to labor and to live." Let this be the motto, yea the prayer of all, O Father, give me strength to labor, and when strength fails, give me my reward?

J. A. M.

OUR SOUL FOOD.

T is said by those who make insect life a study, that the embryonic honey bee develops into "a *queen*, or *neuter*, according to the *food* of the larva, and *other conditions* to which it is subjected." It is, as is well known, no uncommon thing for a considerable proportion of the bees in the hive never to pass the larva, or grub state, whether for want of the proper food or not I can not tell. It will require no stretch of the imagination to see that the bee family or hive has its analogue in the human hive, which may be represented in miniature by the school-room—the community, the family. How many who might become kings and queens in society never attain their full capacity? Nay, how many who might become the most useful workers in respectable places in society never pass the "grub" state for want of the proper food and the "other conditions" essential to mind growth? Teachers of the youth, if we are not kings and queens in our several hives, it ought to need no further suggestion that we eat queen's food till we become such.

The profession in those days (while we must exercise authority) does not demand that our kingly and queenly

position be maintained by expertness in boxing and scolding, but in our being master of the situation by virtue, intelligence, and purity, in the power for good which we exercise over the minds of our pupils, and over the community in which we work. We need to be continually building ourselves up in our profession. We need to know ourselves, and the social and political tendencies of the times. We should be as conversant as circumstances will allow with the best current literature of the times. And whatever wealth, or maturity, or discipline of mind we may have, we must know our pupils, and the true order in which their faculties should be developed. How else can we administer to their receptive minds that "bee-bread," which alone can develop the higher forms and modes of life.

Not that our pupil's minds are made as mere receptacles to be stuffed but rather with the proper stimulus at the outset that they may go abroad in their own flights to gather their own honey. It is not all in what a teacher *knows*. I would not put a child under the tuition of *any one* simply because he may *know* enough to teach. I should think far more of the *tastes* and *aspirations*, he would be likely to acquire from this or that teacher; for these once set in the right direction the mind has a healthy self-contained impulse which will bear it on through self denial and patient research. It will then love and not loathe that food which will make it grow. How would our sympathies be aroused should we see a group of children fed on innutritious or poisonous food till their elastic bodies had become pale and emaciated. But sadder sights than this we witness. It need not be told the hundreds of teachers who read this Journal, that with all our books, school houses and teachers, there are scores along our daily paths who, though they have grown or are rapidly growing to the age and bodily stature of men and women, who intellectually have never passed the larval condition for want of soul pabulum, or if they have passed to a more active state, it is chiefly to gather poison instead of honey. Let us try then to estimate the importance of a healthy appetite. Let the solemn question come home to us personally when we look over a group of busy heads and hearts, what can I do to give them healthy tastes, worthy aims, nobler resolves, higher aspirations.

J. M.

THE LEGAL RIGHTS AND OBLIGATIONS OF TEACHERS.—III.

OF THE CONTRACT.

(Continued.)



THE law of contracts is more extensive in its ramifications than any other branch of our civil jurisprudence. "It may be looked upon," says Chief Justice Parsons, "as the basis of human society. All social life presumes it, and rests upon it; for out of contracts, express or implied, declared or understood, grow all rights, all duties, all obligations, all law."

Preliminary to the discussion of the main question, it may be suggested that modern law writers classify contracts, into contracts by specialty and simple contracts. The first are those reduced to writing and attested by a seal, such as deeds and mortgages; the second are all those excluded by the first class, and are still further classified as express and implied. Express contracts are such as where the agreement is formal, that is, the terms and conditions of the contract are stated either verbally or in writing, while implied contracts are such as are matter of inference or deduction, the terms and conditions of the contract not being expressed and formally agreed upon. All the contracts entered into by teachers as such, come under the category of simple contracts, and they are express or implied according as their terms and conditions have been agreed upon or not, and if the young reader will attend to this nomenclature, it may enable him to better understand what may follow.

The possession of a proper certificate, is a condition precedent to the right of any teacher to receive wages for teaching in the public schools. The twenty-eighth section of our School Law is conclusive on this point. Its emphatic language is as follows: "Trustees shall employ no person to teach in any of the common schools of the State, unless such person shall have a license to teach, issued from the proper State or county authority, and in full force at the date of employment; and any teacher who shall commence teaching any such school without a license, shall forfeit all claim to

compensation out of the school revenue for tuition, for the time he or she teaches without such license."

I have reason to believe that the practice of teachers and school officers, in some localities, is very lax in this regard, and it is high time that the former realize the fact, that in no case can they enforce payment for services rendered prior to the time they were licensed. The Supreme Court of our State have adjudicated this matter in the case of *Harrison Township of Cass Co. v. Conrad et al.*, 26 Ind., 337. In this case the Court pronounces its decision in the following terse language: "The statute expressly prohibits the employment of teachers having no certificate. The officer having authority to employ the teacher, can not nullify this law. It was intended by the requirement of a certificate of qualifications, to guard against the squandering of a sacred public fund upon persons assuming to teach without being capable of performing a teacher's duties, and to insure the employment of competent persons only, as teachers, thereby making the schools useful as instruments for the young."

Similar decisions have been made in every State where the question has been raised. See *Goodrich v. School District, etc.*, 26 Vt., 115; *Mary A. Casey v. John P. Baldrige et al.*, 15 Ill., 65; *School District No. 7 v. Moses Carner*, 45 N. H., 573; *Commonwealth v. Dedham*, 16 Mass., 141. In this last case the attempt was made to prove in Court that the teacher was well qualified to discharge his duties as such, and that he gave entire satisfaction to the patrons of the school; but the Court held that the fact of qualification could be shown only by the certificate and that no character or degree of evidence could supply its place.

It would be sufficient, however, were the teacher to obtain his certificate "on the evening of the first day" his term began, *Paul v. School District*, 28 Vt., 575; and so if it appear that the certificate was made out at the proper time by the proper officer, although by some accident or neglect it has not been put into the teacher's hands, it will be good. *Blanchard v. School District*, 29 Vt., 433. But suppose a teacher begins his school unlicensed, and afterwards secures an examination and has his certificate ante-dated to cover the time taught, will the law protect him? In general, the ante-dating a docu-

ment will create an obligation reaching back to the time mentioned, so far as the immediate parties to it are concerned. Thus, if A executes his note to B, bearing interest from date, and he ante-dates his note, he will be bound for the interest from such date, for it is his contract. But a false date will never bind strangers or persons not parties to the instrument of writing, and in case a teacher's certificate were ante-dated, it would be regarded as a fraud and be no protection to the holder whatever. The late Hon. John A. Dix, of New York, who was thoroughly versed in the law, gave it as his opinion, while Superintendent of Common Schools in that State, that a certificate of qualifications can not be dated back, but must bear date on the day of examination, for otherwise it would not conform to the truth. *Com. School Decisions*, (N. Y.), 328.


In no case, therefore, ought a teacher to ask, or accept a certificate bearing a false date; in no case ought an examiner to grant such a certificate, and in no case ought a trustee to pay for services rendered prior to the true date of such instrument. I have not examined the authorities sufficiently to determine whether payment to an unlicensed teacher would be held good after the same had been made by the trustee or not, for the reason that this question does not properly come within the range of this discussion; but for the benefit of school trustees, I would suggest that under a New Hampshire statute, which provides that teachers are not entitled to pay for services as such, until they have filed their reports with the superintendent, if the prudential committee pay for such services without the filing of the report, an action may be maintained against the committee for the recovery of the money so paid. *Com. School District v. Tuttle C. Foster*, 470. This rule would most likely be followed in Indiana. D. D. B.

TRUE LEARNING.—Some suppose that every learned man is an educated man. No such thing. The man is educated who knows himself, and takes accurate, common sense views of men and things around him. Some very learned men are the greatest fools in the world; the reason is they are not educated men. Learning is only the means, not the end; its value consists in giving the means of acquiring the use of that which, properly managed, enlightens the mind.

THE SELF-REPORTING SYSTEM.

WRITTEN BY REQUEST OF THE TEACHERS OF THE CITY OF INDIANAPOLIS,

BY THOMAS J. VATER.



ELLOW TEACHERS: I did not desire this distinction; I could not decline the service. I have no pet theory to advocate, no prejudice to defend, no ambition to gratify, but come, as other teachers, lovers of their race, who think "an honest man is the noblest work of God," to ask the question, "Is it the best system?" And, in answering it, I shall make no new or strained definitions of words—that system is best which produces the best results.

Much has been said and written on both sides of the question; and, I am willing to concede that very high attainments have been made by some teachers with its use; that seeming decorum and quietness have been obtained to a very great degree; but, have not *as good* results been obtained without it? Will any one using it, affirm he succeeds better with it than any other person could without it? Or, rather, and this is the gist of the matter, will any one affirm it is best for all, inexperienced as well as experienced teachers; is it best adapted for all persons, places, and conditions? Or, is it not rather a system so peculiar as to require certain peculiar and favorable circumstances for success?

My experience and observation compel me to answer against the system. I have seen as good order and as good scholarship where it was not used, as where it was used—I believe better. Its warmest supporters admit that, in the hands of a bungler, it may fail and produce the most deleterious results. And I believe, without exception, those who are so zealous in its favor are themselves deceived. I do not say that they *are* deceived; yet, I have never visited the school of such a person that I did not know, if his professions of faith were true, he was deceived, terribly—I had almost said fatally—deceived! Deceived as to results; and that, even in the very thing where he seemed most confident of success.

However, we will not argue this point farther. We will admit, if you please, for the sake of argument, that we can obtain better decorum and recitations with, than without it;

shall this alone decide us in its favor? True, that system is best which produces the best results; but are quietness in the school-room and perfect recitations, *results*? or, are they only means to ends? Is the perfection of any system to be judged only by the school-room results? Is the school-room and its work the end we toil for? Or, rather, is it not the beginning of the end? Are not the school-room and its methods, influences and systems, but the causes that shall reach forward, and continue to act as long as life shall be? Surely no teacher can fail to see this is the case.

What shall we say, then, of a system which, while it secures these, naturally gives false views of the object of education, and leads to dishonesty and deception? Can we say it is the best system? Can we think it produces the best results? Should such a system be tolerated?

For myself, I would as soon my son or daughter have no education as that accompanied with false views of its object, and consequently false views of life; and much, very much rather, than that he or she should have it accompanied with deficient moral perception or power!

An educated person, deficient in these particulars, is more to be feared by society than an ignorant one, and is a very much greater curse to himself. For these reasons, I object to the system under consideration.

The objects of education are but very dimly conceived by the young mind; they reach too far forward and are of too immaterial a nature to be comprehended by it, except by careful instruction and development; and we can only have good, earnest scholars, as we succeed in creating or developing in children a love for learning—this the system does not foster. The constant appeal to the children for *report*, tends to impress them with the conviction that school life is for the purpose of report; and under its influence the student studies for report, recites for report, and behaves for report, instead of for knowledge, ability, mental power and moral rectitude; very soon considering "the report" what the teacher only intends it shall represent. There is that tendency in the human mind, especially the young or uncultivated mind, to recognize only the immediate, to take the appearance of a thing for the thing itself, which makes this almost inevitable.

"We don't have any deportment in our school now," said my daughter (a girl about thirteen years old, and perhaps with not less than average intelligence,) a few days ago; "our teacher doesn't have it any more!" (meaning she had ceased to take a report of it.) I told her I was sorry; and remembered how, almost imperceptibly, I found myself forgetting the *real* in my care for the apparent, during the past few weeks of my experience.

Under the influence of this system the student measures his conduct, not by a careful inspection of his daily actions and impulses, but by the report; *not* by what *he is*, but by what he appears, by his own showing; and his new resolves, if he form any, are for better *appearances*! "Can't you make a better report to-morrow?" or, "That is a very poor report," says the teacher to her scholar, whose honesty has caused him to make a report of four or five in a scale of ten; and the boy drops his head, (and perhaps his cheek reddens a little as the first thought of deception flashes through his mind,) and answers, "Yes, ma'am."

"Mr. Vater," said a well-meaning, more than average scholar of mine, a few weeks ago, "may I look at your class-book, I want to see what my scholarship is?" Poor girl, little dreaming *that* must be sought subjectively, rather than objectively; that, at best, the book only presented appearances, (and often very false, if she were ever so honest,) of facts hidden deep in the secret recesses of her own soul! But her schoolmates measure her by her report, her teacher measures her report, and her parent approve or disapprove from an examination of the same thing, and no wonder the girl forgets the real, the vital, the eternal, in her anxiety for the apparent, the fickle, and the false!

It needs no elaborate arguments or eloquent phrases to convince the intelligent teacher now present, that the natural tendency of all this is to give false views of education, false views of life, and false impulses to action.

We come now to the last and most important objection we shall offer to this system, which is, *it leads to deception and dishonesty*, and this defect is inherent; the tendency is that way always and ever.

Are we mistaken in this? Let us see with what a mighty

power of temptation it is clothed. It puts into the hand of the child his own reputation, the nearest and dearest thing to every human soul, the most to be protected and defended, and asks him to sacrifice that, with the approbation of his school-fellows, his friends, his teacher, and his parent, for what? For the sake of loyalty to truth, the rewards of which, though of eternal weight and value, are of so immaterial a nature as to be perceived and appreciated only by the noblest and most perfectly developed of our kind!

And yet will you say it does not lead to deception and dishonesty? Do you tell me the child will withstand the temptation? Strange and groundless confidence! Let each of us look into his own heart, and ask, for the sake of truth and its nobility, "Am I willing *always* to *appear just as I am*? Do I not daily, hourly, nay, almost continually, make to the world a false report of myself for the sake of *appearing* what I am *not*?" Sacrificing all that love of truth and nobility of soul, I think will be so strong a bulwark to the child, without even a passing thought or compunction of conscience! Where is the man who would willingly tell the truth of his conduct, if that truth would injure his reputation?

Fellow teachers, I tell you the consequences of lost reputation are too immediate, and the awards of integrity of soul too remote, and of too abstruse a nature, to exercise anything like a controlling influence over any but our very highest types of human character—matured, developed, tried souls, born of God into our glorious Christianity! Do not, then, I implore in the name of truth and justice, and by our love for humanity, subject our dear little weak ones to a temptation beneath the mighty power of which *we*, men and women, would be crushed.

This temptation comes to the child every time it should report less than perfection. Suppose it be of recitation—the scholar a good scholar, well meaning as most, if not any; she has stood the examining test of recitation, answered every question. Her name is called—she answers ten. Why not? Her recitation was perfect—is her report correct? *She* knows there is, at least, one weak point in the lesson, one question if she had been asked she could not have answered satisfactorily; is her report truthful? It appears so; her school-mates

thinks so; her teacher thinks so; and—well, it is not so, but believed to be so, because no one knew as much as she; and she received the approval of her friends and teacher for what she *seems* to be, and not for what she is; while her friend to the right is asked the very question she would have missed, fails, and reports imperfect, not because she was imperfect beyond the other, but because she had the misfortune to appear so, while in reality having, no doubt, quite as good a lesson as her perfect friend.

These things are remembered and weighed by pupils; certain facts are fixed in the mind to have their influence in the future. This will happen, again and again. It may be for days, or even weeks, good luck will attend her, and the very recitation she would have missed be required of another; all of which time she stands the model of the class, the envied of her school-mates, the approved of her parents and teacher, because the report tells, over and over again, a—lie! Teachers, tell me what conclusions will naturally follow this lesson!

But misfortune follows fortune; the question she does not know falls to her, she fails and reports imperfect, having, as likely as not, a better lesson than her perfect one. She dislikes the imperfect report, can see no justice in it, desires it changed, tells her teacher she knew her lesson as well as the day before; the teacher opens her eyes in surprise at the supposed falsehood; the pupil colors, stammers, or mutters, cries, and concludes falsehood pays better than truth!

Again and again, she is caught in the same manner, and the effect is seen in the report. The mother looks sad, the father feels disappointed; there has been a falling off in her recitations—"Getting worse instead of better; sorry to see my daughter going backwards," says he. The poor child colors; she knows she has not gone backwards. She has worked harder and known more of her lessons than last month. She can not bear the loss of her parent's approbation, especially on false suppositions, and, with emotions that almost choke her utterance, she stammers out, "I knew my lessons as well this month as last." The statement is met with suspicion and surprise. "I am sorry," say both, "to hear *my* daughter *talk so!*" And with a heart full to overflowing, and stinging with a sense of injustice, she turns away to weep, and perhaps, for

the first time, to seriously ask herself the question, Does truth pay?

What to *her* is the beauty of truth? What its rewards? They are beyond her conception, too subtle for her to comprehend, and can exercise no influence over her future actions or the conclusions she will draw from her troubles.

But school life, like our own life, is full of educating influences. She fails again; but, becoming intensely interested in the recitation which follows, forgets her failure, and reports ten; the teacher, too, forgetting, if she noticed at the time, records ten. Light of heart and happy in her learning, she takes her seat. But it soon occurs to her she failed, and reported ten. This does not alarm or trouble her, for her reports have mostly been false; but she wonders why the teacher did not detect it! Her eyes are opened; she observes and sees, what her integrity of purpose had before hid from her, that others report falsely without detection, and thus stand well in their class and deportment. And now, tell me what wonderful illumination shall come to this mind, yet unable to conceive beyond the concrete, teaching it truth is *better* than falsehood?

On the one side stand to it the real things of life—reputation, standing, and the smiles of love and approbation from family, friends, and teacher; against this, an idea—an abstract conception of the nobility of truth, too frequently accompanied with physical chastisement, for failure or fault acknowledged. Reason can deduce the result from these conditions, and observation confirms the deductions—only deception and dishonesty can be the effects of such causes.

But it may be said the teacher should watch, detect, and reprove this. Admitting the possibility, what morality is there in a truth told merely through fear of detection in falsehood? Reduced to such a condition of morals, the case is deplorable. And yet this is the tendency of the system. Well followed for a few years, we have schools where the main object on the part of the scholars is to deceive the teacher, and appear what they are not; and the great effort of the teacher is to detect the deception. Scholars almost utterly lost to every conception of moral rectitude, and teachers rapidly losing faith in humanity! Careworn and discour-

aged in the vain effort to make a school worthy of our kind; or if not so, unconsciously rearing a race of rascals to curse community in their future lives!

Fellow teachers, lovers of the true and good, admirers of our kind, dare we thus tamper with the most sacred interests of man? Can we, praying daily to God, "lead us not into temptation," thus wantonly expose these dear and tender little ones, trusts from God and their parents, to such tremendous temptations as this system supplies?

For myself, let the children be ignorant if they must, but in God's name let them be honest and true.

METEOROLOGICAL REPORT.

Believing climatology a matter of interest to all, especially to intelligent educators, we have made an arrangement by which condensed reports of observations can be furnished our readers. Through the courtesy of Mr. T. H. Mallow, who is making observations at the State University for the Smithsonian Institute, we shall be able to give our readers monthly reports:

From Indiana University, for the month of February, 1871.

Temperature	{ Highest.....	65.8°
	{ Lowest.....	14.—°
	{ Mean for the month.....	35.52°
Warmest day, (Thursday, 23d).....		55.90°
Coldest day, (Monday, 6th).....		22.03°
Barometer, mean height.....		29.219 in.
Barometer, highest, (Friday, 10th).....		29.683 in.
Barometer, lowest, (Friday, 17th).....		28.459 in.
Relative humidity, (1.00 denotes entire saturation of the air).....		.70
Cloudiness, (10 denotes complete obscuration).....		5.82
Depth of snow.....		2.25 in.
Number of rainy days, (some rain or snow).....		9
Prevailing Winds.....		West M.

THE report of Evansville schools for the month ending March 4th, 1871:

Number now enrolled.....	3,795
Average number belonging since September 5th.....	3,343.8
Average number daily attendance.....	3,174.8
Per cent. of attendance on belonging.....	93.2
Pupils neither tardy nor absent.....	376
Pupils not absent from the 5th of September.....	460
Pupils not tardy from the 5th of September.....	142
Cases of tardiness for month.....	878

A. M. Gow, Supt.

OFFICIAL DEPARTMENT.

SUPERINTENDENT'S VALEDICTORY.

"The Ides of March" is the time when Superintendents surrender their official responsibilities. If my successor shall find the work of the office as pleasurable as I have found it, he may enter upon his duties with agreeable anticipations.

Whatever differences of opinion may exist in our State on political, religious or social subjects, the common schools in which tuition is free, and which are equally open to all are its pride. In them the children of Republicans and Democrats, of Protestants, Catholics and Jews, of Americans and Europeans, of rich and poor sit side by side knowing no caste nor distinctive honors of birth. Moral and intellectual worth are the only grades known by this system. Distinctions are based on actual instead of fictitious merit.

The State here opens to the poor laborer's sons and daughters a door of hope. The honors of the school room are often borne away by them, thus indicating in childhood what the moral and intellectual standing of the future men and women of our country may be.

But while there is a general good feeling toward the public schools throughout the State, we fall much below perfection in both theory and practice. With a view to remove the friction discovered in the operation of our school laws, and to enable our State to make advances in its educational work, four bills were carefully prepared and submitted to the judgment and criticism of the State Board of Education, and embodying the wishes of the Examiners' State Convention and of the State Teachers' Association, and also of the State Collegiate Association, before they were offered for the approval of the legislature. The *first*.—A bill to increase the pay and enlarge the duties and services of the County Examiners. It contemplated the appointment of such men to this office as are or have been successful professional teachers, who are familiarly acquainted with all the branches of learning required to be taught in our public schools, and that they shall be of unexceptionable moral character. They should see that all our county officers promptly collect and pay over fines, forfeitures, unclaimed fees, liquor licences, and interests due the school funds, and to visit the schools of the county; and, when necessary, conduct the exercises for the teacher that he may learn better methods of school and class movements, order and instruction; and it contemplated more efficient management of township libraries.

Second.—A bill making general amendments to the school law, such as changing dates for reports, that enumerations should be made in March and

April, so that they should come *before* instead of *after* the spring distributions; that the Auditors' report should be made May 15; the general Spring Distribution June 1st, and by the Auditors June 15; Trustees of cities and incorporated towns report to Commissioners Sept. 1st, and Trustees to Examiner Sept. 15; Autumn Distribution Oct. 15; Auditors' Distribution November 1st; Township Trustees report at special session of Commissioners, first Tuesday in November, and making no certified time when school year shall end, and required the funds for tuition to be used within seventeen months after distribution.

It provided that when two, three or four counties, through their school examiners, desired to hold a union teachers' institute as an equivalent of county institutes, such union institute could draw on the several counties represented for their proportion of funds. It provided with the advanced rates of school examiners per diem, that teachers should be examined without charge, and that cities could make special examinations for special grades. Other alterations and additions were proposed in the act not necessary here to be specified.

Third.—A bill defining more fully the object and duties of the Normal School, making additional appropriations for its support for library and apparatus, and for a rate of mileage, such that all parts of the State may have equal advantages in attending it. This feature of the bill was borrowed from both New York and Pennsylvania.

Fourth.—A bill providing for a more extended and improved system of college and university education, by placing the State University at Bloomington, the State Normal School at Terre Haute, and the Purdue University, under one general regency, and yet leaving them under the immediate management of their respective boards of trustees, and at the same time providing that a branch of the university system of the State may be established at Indianapolis in connection with the geological, agricultural and mining interests of the State, as well as of medicine and law.

All of these bills had received the cordial favor of the State Board of Education, and the last was made unobjectionable to the trustees of the State University. They were submitted to the Senate, and referred to the Committee on Education, who, after a rather tedious deliberation, reported them back, with but little emendation. The first which was attended with the greatest uncertainty, was, with a few immaterial amendments, ordered to be engrossed. A Senator for each bill had undertaken to press its claims. Both political parties showed an evident educational interest. Judge Bradley, the chairman of the Senate Committee, was an earnest and faithful worker in the common cause. When I was becoming sanguine of success, the quorum of the House was broken, and the friends of education left to wait for relief *two more years*.

We must work while we wait. Indiana is getting sadly behind her sister States. Illinois is far in advance of us in her legislation, and in the efficiency of her school system. Michigan, Wisconsin, Minnesota, Iowa, and even Kansas, are leaving us in the rear.

In the twenty-nine months I have served the State, I have found tha

my office calls for *work*. It is no place for an idler. I have learned that experience is as important as talent, in the proper performance of its duties. I have highly enjoyed the welcome I have everywhere received while attending to my itinerant service, and send to my many kind friends my warmest thanks.

I return to the academic groves, where I have already spent fifteen and a half years in educational service, at Bloomingdale, Parke county, where the latch-string will ever hang out to the fraternity. Education is the work of my life. I desire no other, however flattering may be its invitations.

With all my pleasing reminiscences, I am conscious that my work has not been free from human imperfections. Much of my official duty has consisted in settling disputes and bridging over neighborhood embarrassments, as well as in determining the *weightier* matters of the law.

I have toiled by day and by night, traveled by mud wagon, rail car, and steam boat, and sometimes *on foot*, to keep time with my programme. The State lays out a grand field of labor for its superintendents, and expects no *covetous* man to perform the work. I have done but little. I wish I could have done more. May God bless the work in other hands.

Bidding the friends of education in the State an official farewell, I shall still be found a co-laborer with them in the common cause.

BARNABAS C. HOBBS,
Supt. of Public Instruction.

EDITORIAL—MISCELLANY.

SINCE our last issue, the office of the Superintendent of Public Instruction has changed hands, Hon. B. C. Hobbs giving place to Hon. Milton B. Hopkins. Mr. Hobbs has served a little over two years, and in that time has discharged his duties with faithfulness and efficiency. In this period, he has acquired an experience in his work, and a knowledge of the wants of the system, which would be of great value for the next two years, provided he had been retained a second term. But our constitution makers were so fearful that every body might not have a chance for office, that they unwisely fixed the term of office at two, instead of four years.

Mr. Hobbs retires, doubtless, with the consciousness of duty faithfully performed, and with the good will of the educators and friends of education throughout the State. May peace and prosperity attend him in his new field of labor wherever that may be, and may many years of usefulness be granted him to help on the noble cause in which he has so long and ably labored.

Of the new incumbent, we spoke some time since, hence nothing need be added now, only to say we trust all educators and friends of education will extend the encouragement and co-operation so much needed by every one in an office so complex and so burdensome. Let the watchword, as ever, be *onward*.

THE LEGISLATURE AND EDUCATION.

THE Legislature has again come to an untimely close, by the resignation of some forty of its members. Thus all educational legislation is defeated; only one short bill enacted into a law.

This is the third time within ten years that the Legislature has been broken up before the constitutional close of the term. In each case, all educational legislation was lost. Education, with many members, being a secondary or minor matter, the bills are always late on the calendar, hence never matured till near the close of the session, hence lost in these recessions. Now, we are of the opinion that this disreputable practice of breaking up Legislatures, and thus defeating the very object for which they are created, should cease. Indiana is surely winning for herself a no-very enviable reputation. Three incipient revolutions in ten years! Rather much for the honor of our State! Let it be stopped.

Query—Is there not an educational element in this anomaly? We think there is. Indiana keeps her schools open a shorter time, and pays less money per capita than any other Northern State of ten years old. Her Legislators, as a body, spend as little real concern about educational legislation as, perhaps, any other Northern State, and in 1860, she had a heavier per cent. of population than any other Northern State, that could not read and write.

It is, therefore, fair to believe that if more money had been spent fifteen or twenty years ago, to provide efficient schools in which to educate legislators more effectively in the cardinal elements of republican government—"virtue and intelligence"—there would be less cause for these revolutionary proceedings. Let the friends of education and good order consider these facts.

In these statements we are not speaking from a partisan stand-point, nor are we censuring one party and shielding the other. We are not speaking of parties, but of the Legislature. A partisan, no doubt, would say, if you will look at this matter in a partisan light, you might see things differently. Perhaps. But that is not the light in which we choose to look at it. Moreover, we respectfully submit that whatever interests may attach to party, the interests of the country are greater. Let us, therefore, from this time forward, have more and better schools, and fewer revolutionary Legislatures.

WITH this number President Phelps, of the Minnesota Normal School, begins a series of articles on a most practical and important subject. President Phelps is a clear and practical thinker. His articles will help the reader to clearer and safer opinions on the subject under consideration.

PROFESSOR Owen's second article is of interest to all. His opinions are matured and ripe on this subject. They are worthy the attention of all, but especially of every teacher.

A MISTAKE.

WHEN a father is asked what he wishes his son to study, how frequently the answer is, mathematics. He then adds, I want something practical. This means that, in his judgment, mathematics holds the first rank in the practical. Young men proposing a higher course of study, hold the same. In short, it is a general belief that mathematics are the most practical of studies. This a mistake. After the merest elements, few studies are so non-practical.

Arithmetic, or certain portions of it, are in almost constant use in all departments of commerce. But where is the merchant, banker, shipper, manufacturer, stock raiser, or farmer, that has need of algebra? Not one in one hundred; more likely, not one in one thousand. In this, we say nothing of the minister, lawyer, or physician, who possibly has still less need.

What of geometry? The artisan, mechanic, and, occasionally, the farmer, apply some of the principles of geometry. This is done in measuring a pavement, plastering, painting, timber, lumber, a field, a pile of wood, etc. Thus applied, it is usually termed, mensuration. A few simple rules usually meet the case, such as may be learned in a few weeks, by some students in a few days. The minister, lawyer, and physician seldom need even so much of geometry.

What of higher mathematics? So far as relates to the classes of persons named above, the answer is, practically, nothing. They do not use them at all. After you pass this point, they (mathematics) are chiefly in the domain of technics or the professions. Hence, a merchant or a minister wishing a lot surveyed, though he had completed a college course in mathematics, employs a professional surveyor. The same holds in architecture, engineering and the like. These are technical or professional labors, and professional men are called to perform them.

Spherical trigonometry, conic sections, analytical geometry, and calculus, are still less applicable to the ordinary wants of life, hence less practical. At this point comes the ever-ready question, *cui bono*—what is the good?

To answer this question would carry us beyond the chief point in this article, namely, the non-practical character of mathematics. We may, however, answer briefly.

1. Higher mathematics are necessary in technics, and in certain professions, or callings; as in architecture, engineering, mining, navigation, and the like. But these and kindred departments, as all must see, furnish employment to a very small per cent. of the aggregate membership of any community.

2. Higher mathematics are valuable as mental discipline; they furnish a good mental gymnasium, rings, dumb-bells, and vaulting bars. But even this excellence may be pressed too far, not too far *per se*, but too far in view of the claims of other studies. The ends of education are two—development and acquisition. Development gives power; acquisition, knowledge. In a wisely ordered education, each of these has its place,

neither trenching on the other. Give a man all development without knowledge for guidance, and you make him a giant; but a giant with his eyes out. *Per contra*, give a man all knowledge, without development (were such possible), and you pour floods of light about him, illumining all the paths leading out into life's work and duties, but you cut off his legs and then mock him by ever shouting in his ears: The way is clear before you, *go*.

At this point, the question sharply demanding answer is, does discipline trench on acquisition in mathematics? To give an answer, supported by its appropriate arguments, would require several articles of the length allotted to this, therefore, we give only an opinion without argument. This opinion, based upon eight years' experience in teaching mathematics, is that discipline does trench on acquisition, namely, that higher mathematics receive too much of the student's attention in our courses of higher education.

Some arguments may be presented in support of this opinion, in a subsequent article. In the mean time, we submit it to the consideration of our readers for their approval or disapproval, as their honest convictions shall decide.

THE NORMAL SCHOOL.

THE State Normal School, at Terre Haute, is well organized now in all its departments, and is well conducted by an efficient corps of teachers.

The spring term began March 29, and will continue thirteen weeks. Hundreds of teachers throughout the State ought to attend this session. It always pays a teacher to make thorough preparation for his work. A good teacher can always find employment, and at a good salary. Teachers who have attended the Normal, have commanded the best places in their respective neighborhoods; and I learn from President Jones, that he can not supply the demands upon him that come from every direction for trained teachers. Too many teachers are contented with only a partial preparation, and are satisfied to do work that will barely pass. The country is full of such teachers, but the times are demanding teachers and teaching of a higher grade, and the best teachers will always command the best places.

Tuition is free, and good board can be had for \$4.50 per week. By clubbing it can be had much cheaper.

REPORT of Wabash Union School, for month ending February 24, 1871:	
Number enrolled.....	531
Average number belonging.....	506.75
Average daily attendance.....	468.13
Per cent. of daily attendance.....	.94
Number of pupils tardy.....	7
Number of cases of tardiness.....	7

PLEASANT BOND, Supt.

SUGGESTIONS TO YOUNG TEACHERS—IV.

Dear Young Friends—After putting your house in order, and investing all with an air of attractiveness, you are ready to turn to internal administration. I learn that one of the things that trouble some of you is—

WHISPERING.

This is the pest of almost every school. Man is by nature a social being, and one means of gratifying his social nature, is communication—talking. When this talking is prevented by distance, writing is substituted, hence epistolary correspondence. But when prevented by authority, and not by distance, this same nature seeks gratification in stealthy talking, i. e., whispering. The prompting cause is not bad, indeed, is good. But not being guided by discretion, in the school room it becomes an evil, in many cases, a serious evil.

The evil admitted, the next step is—

THE REMEDY.

I have no hope of presenting a perfect remedy, only partial.

1. Have short respites, ranging from two to four minutes at certain periods throughout the day. These are whispering, or rather talking periods. At these periods, all necessary talking is to be done; questions asked about lessons, borrowing of slate, slate pencils, hunting lost books, etc., etc. (Of course, as much unnecessary talking as pupils feel must necessarily [?] be done, should also be dispatched.) At times, the teacher may vary these exercises by marching, gymnastics, singing, etc., giving in each a small margin for whispering or talking. This done, the actual necessity for whispering is removed, and the propensity therefor gratified.

2. *Let the law be absolute prohibition—no whispering whatever.*

Please observe, I say absolute, for any compromise vitiates the plan. A little will not do, for it will not remain little long. Whispering among children, is like the measles, contagious—it will soon spread through the whole school. You must be inexorable at this point, and you will succeed. If you can not be inexorable, you will not succeed, rest assured of that. To be tender, and allow a little whispering, is to attempt to fire off a gun a little at a time. None must whisper, or all.

3. As a farther means, talk privately to the most turbulent spirits. I have frequently controled a pupil by this means, when rules and general remarks, and even threats, were of no avail. This is an effective agency for any kind of discipline—few things better. If made kindly and prudently, few can withstand it. The "thou art the man," kind of appeal goes straight to the heart and conscience.

4. Make school attractive, exercises, studies, also house and grounds, tasteful and neat. (See former number of JOURNAL.)

5. Keep your pupils busy. An idle brain (or an idle school) still remains, as of old, the devil's workshop.

6. Be firm, *inexorable*; mild and kind as you can be, but firm and unalterable as fate. Thus you banish whispering. Truly yours,

SEWEL.

A LOST CHORD.

BY ADELAIDE ANNE PROCTOR.

Seated one day at the organ,
I was weary and ill at ease,
And my fingers wandered idly
Over the noisy keys.

I do not know what I was playing,
Or what I was dreaming then;
But I struck one chord of music,
Like the sound of a great Amen.

It flooded the crimson twilight,
Like the close of an angel's psalm,
And it lay on my fevered spirit
With a touch of infinite calm.

It quieted pain and sorrow
Like love overcoming strife;
It seemed the harmonious echo
From our discordant life.

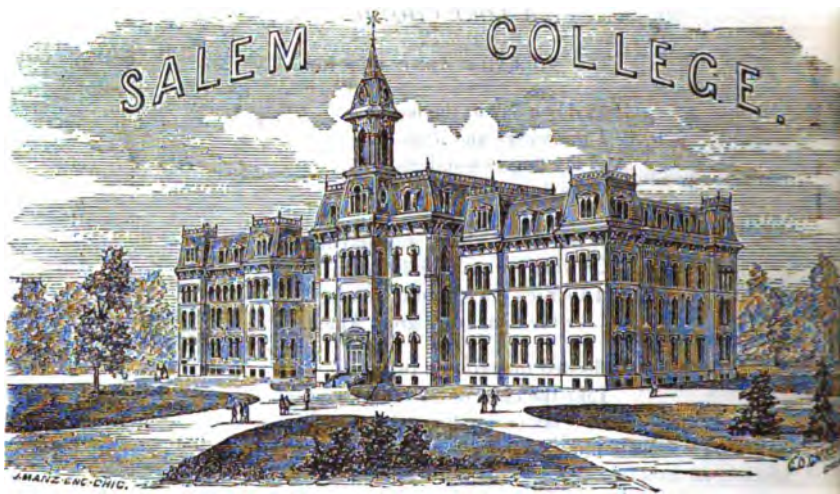
It linked all perplexed meanings
Into one perfect peace,
And trembled into silence,
As if it were loth to cease.

I have sought, but I seek it vainly,
That one lost chord divine,
That came from the soul of the organ
And entered into mine.

It may be that death's bright angel
Will speak in that chord again;
It may be that only in heaven
I shall hear that grand Amen.

BENT wood portable school furniture. We have lately examined some school desks with the frames of bent wood, manufactured by George H. Adams & Co., Indianapolis, and were much pleased with it. Higgin's new patent is a decided improvement on the old plans. The seats are beautiful, light, strong, and comfortable.

NEXT term of State University opens April 8.



BOURBON, INDIANA.

THE trustees of Salem College, Bourbon, Indiana, have unanimously accepted the design submitted by the noted architect, George O. Garnsey, of Chicago, for their new college buildings, and are proceeding to erect a magnificent structure. The new buildings are to be of the style shown by the above engraving of them. The style of architecture is Renaissance. Size of entire building, 104 feet front, by 80 feet deep, and five stories high, with tower 180 feet high. The structure will be unsurpassed by any educational building in this State. The basement is divided into dining rooms, kitchen, laundry, servants' rooms, heating apparatus, and all the rooms appertaining thereto. Principal story—President's parlor, public parlor, reception, recitation, reading, society, and lecture rooms. Second story—commercial department, six fine, large class rooms, lecture rooms, and chapel 45x80 feet, 40 feet high, with gallery all around. Third story contains six class rooms, music rooms, museum, painting and art gallery, and forty sleeping rooms. Fourth story is to be devoted to dormitories sufficient to accommodate three hundred students.

The buildings are to be substantially erected of brick and stone. The whole heated by steam, and ventilated by a new and improved method, to which the architect has devoted years of study, and which ought to be the first desideratum of a school-room.

Taking all together, it is one of the best collegiate buildings in the entire West, and reflects great credit on the Tunkard Church under whose auspices it is being built.

It is expected that the north wing will be ready to occupy by August, 1871. The total cost of the edifice will be about \$75,000.

THE BIBLE IN THE PUBLIC SCHOOLS.

WE give the following correspondence, that teachers and examiners may know the law in regard to Bible reading, and govern themselves accordingly.

While we believe heartily in reading the Bible in schools, we think the law leaves the matter in the best shape. Compulsory reading would hardly be profitable.

EVANSVILLE, Ind., December 8th, 1870.

B. C. Hobbs, Superintendent Public Instruction:

I address your honor desiring to know whether the school law invests School Examiners with the power to enforce the reading of the Bible in the public schools of the State. Thomas Peck, Examiner of Vanderburgh county, has attempted to enforce the teachers of said county to daily read the Bible to their respective schools, on pain of having their licenses revoked, if they failed to comply. Should such a course be carried out, many of the schools of the county will be broken up, and many others greatly reduced.

Yours truly,
S. D. McREYNOLDS.

DEP'T PUBLIC INSTRUCTION, OFFICE OF SUPERINTENDENT, }
INDIANAPOLIS, December 12, 1870. }

S. D. McReynolds:

DEAR SIR. Your favor of the 8th inst. is received. The School Examiner can not "enforce the reading of the Bible in the public schools." The provision of the law is, *that it shall not be excluded*. Its use is optional with the teacher, but if the teacher wishes to use it in his school, he can not be prevented.

Very truly,
B. C. HOBBS,
Supt. Public Instruction.

PER courtesy of Hon. Thomas Smith, Superintendent of Public Instruction of Arkansas, we have his Biennial Report for the two years ending September 30, 1870. The present law inaugurating free schools in that State did not go into effect till 1868, and the obstacles to be overcome have been almost insurmountable. More than two-thirds of the population could not read, and it was almost impossible to find persons qualified to take charge of the educational interests in many localities, even where there was no opposition to the new system of things. Under the present law the State is divided into ten districts, each containing from five to eight counties, with a Circuit Superintendent for each. The Superintendent recommends that this plan be changed to that of county superintendency.

THE State University takes a copy of the JOURNAL and advertises in its columns. The University is prosperous, therefore.

TEACHERS will read the article we publish this month on Self-Reporting, by Mr. Vater, with a great deal of interest.

School government is not simply a question of quiet or confusion. It goes farther; it has to do with forming the habits and character of the pupils. That school is best governed in which the scholars are best taught to govern themselves. Order that is secured through fear or any other unworthy motive is not wholesome order, and is hardly desirable.

The subject of proper school government is one of the most important, and at the same time one of the most difficult questions, with which teachers have to do.

This article presents one side of the self-reporting system ably and well. We hope to give our readers an article on the other side before long.

J. M. SAUNDERS, Examiner for Boone county, has been giving his entire time during the past winter to visiting schools. We are glad to learn that a few examiners in the State have been able to do this. It is only what ought to be done in every county, but what is not generally done, owing to the meager pay received by the Examiner. We had hoped to see this matter remedied in our last legislature, but alas!

Mr. Saunders did this same work last year, and in consequence the schools of Boone county are showing marked improvement.

For some reason we failed to publish at the proper time that the county institute held last summer was well attended and full of interest. We shall expect more good reports from this quarter.

SOMETHING NEW.—A blind man, a graduate of Oberlin College, is teaching school in Decatur county, this State. We learn from Mr. W. H. Powder, the County Examiner, that although he is teaching in one of the most intelligent communities in the county, he is giving entire satisfaction. He has classes in Latin, Physiology, Higher Arithmetic, Algebra, etc. His sister reads the lessons to him during the evening, and in this way he learns them perfectly. He is the principal of the school, and has an assistant who teaches the lower grades in another room. His name is J. O. Donnell, and his address Kingston.

MISS JULIA NEWELL, late Lady Principal of the State Normal School, on the 8th of February last, at the residence of her father at Janesville, Wisconsin, was married to Dr. A. R. Jackson. The Doctor and Miss N. were two of the "Innocents Abroad," so we had their *tour* in advance. Miss Newell is a lady in the broadest and truest sense of that word, and endeared herself to all who had the pleasure of forming her acquaintance during her short sojourn in our Hoosier State. May happiness attend her.

ERRATUM.—In March number, in line 14, from lower margin of page 114, read *classics* instead of "classes."

THE *Evansville Courier* has this very interesting item :

"We have seen a copy of the late Robert Barnes' will. It is a most extraordinary document. His entire estate is left, without the re-ervation of a cent, for the purpose of providing for and educating the destitute orphans of the State of Indiana. It is the most princely legacy ever bequeathed by any one to charity in this State, and if faithfully carried out, will perpetuate the name of Robert Barnes forever."

We have heard the estate of Mr. Barnes variously estimated at from four hundred thousand to six hundred thousand dollars. It is indeed a princely bequest.

DR. JOHN S. HART has resigned the presidency of the New Jersey State Normal School. In his letter of resignation he says: "The step which I have taken is not a hasty one, but has for some time been in contemplation. Engagements have been pressed upon me, less confining and more remunerative than that which I now hold, and I have at length concluded to accept them." The trustees of the institution, in accepting his resignation, passed several complimentary resolutions.

PROMOTED.—L. A. Estes, who has been for years one of our most successful educators, has received a well-earned call to come up higher, having recently been elected President of Wilmington College, and will enter on the discharge of his duties immediately. While we feel like congratulating the Professor on his promotion, we are really sorry to have him leave the State, and we know that the good wishes of a host of friends will follow him to his new field of labor."

H. H. Boyce, who has lately taken charge of the Franklin schools, together with some of his associate teachers, spent some days lately in visiting the Indianapolis schools. This shows enterprise. A progressive teacher never fails to visit good schools whenever opportunity is afforded, and always learns something by it. If teachers generally would visit one another's schools more, we would have better teachers and better schools.

If superintendents of schools will agree upon the same items to publish in their reports, so that we can tabulate them, they will very much accommodate us. We are glad to publish condensed forms of reports, but would like to place them in tabular form so that they can be more easily compared. Let reports reach us before the 15th of the month.

JAMES B. CAMPBELL, Examiner of Posey county, called a meeting of the Trustees to meet at Mount Vernon on the 8th of March, with the view of establishing a uniform series of text-books for the county, and also of grading the wages of teachers according to the grade of certificates held. We have not heard the result of the meeting.

PERU GRADED SCHOOL.—Report of Peru School, for the month ending January 27, 1871:

Total enrollment since September, 1870.....	637
Average number belonging.....	484
Average daily attendance.....	466
Per cent. of attendance on belonging.....	96.2
Per cent. of attendance on enrollment.....	73.1
Pupils neither tardy nor absent.....	169
Pupils not absent.....	178
Pupils not tardy.....	457
Cases of tardiness.....	97
Visits to school by trustees.....	26
Visits to school by parents.....	10
Visits to school by other persons.....	68
Total visits.....	104

Out of the six hundred and thirty seven pupils enrolled, only six hundred and nineteen are supposed to be orphans. Ten visits were made by parents during the month.

Attica reports two hundred and sixty-six visits in December; Lawrenceburg has a better attendance, and Wabash less tardiness.

D. ECKLEY HUNTER,
Superintendent P. G. &

THE Hon. B. C. Hobbs, ex-Superintendent of Public Instruction, will return to his old home at Bloomingdale, Parke county, and next fall take charge of his old school, "The Bloomingdale Academy." The people of Bloomingdale and vicinity are delighted with the idea, and well they may be.

WHY should not Politics, or the Science of Government, have a place in the curricula of our colleges and universities? No labor is more responsible, none more earnestly sought, and none more imperfectly performed, yet no one thinks of a course of previous training for this work. Is not a change desirable?

EXAMINER WRIGHT, of Monroe county, presents the claims of the JOURNAL to his teachers at each monthly examination. He has our hearty thanks. Would that others would do likewise.

IN next number, we hope to open a series of *Kindergarten* articles, from the pen of a gentleman recently from the "Fatherland," native to the manor born.

E. R. SMITH, of Illinois, takes charge of the Brazil schools. We bid Mr. Smith a hearty welcome. We like the teachers that come from the Sucker State.

QUERIES.

11. From what was the name of Indianapolis derived? T.
12. Will some one give a good practical method of teaching Long Division? TEACHER.
13. Does it take the whole appropriation—\$10,000—to run the Normal School, with so few students? TAX-PAYER.
14. Would not the Phonetic system, if introduced into our language, reduce the labor of mastering its orthography, at least three years? If so, why not labor for its introduction? REFORMER.
15. Is Richard Grant White correct when he says the English is a "grammarless language?" If so, is its grammar not consuming too much time in the schools? TEACHER.

ANSWERS.

8. Q. Are the following expressions correct? (1) Fetch up the balance of them; (2) Have you got my book? (3) I love apples better than peaches.

A. Of each I say no. 1. Fetch is nearly a synonym of bring, but not so good. 2. Balance, in its primary sense, is a scale; and in its secondary, the difference between two weights or quantities necessary to equipoise; hence, should never be used in the sense of remainder, as above. Therefore, bring up the remainder. (2) Got is superfluous, consequently inaccurate and inelegant; therefore, "Have you my book?" (3) Love and like differ in degree, not kind. Love takes the higher plane. We love God and truth, and like apples and peaches. H.

10. Would not a mathematical department in the Journal pay? Experience says no. Such a department was kept up for the first nine years of the JOURNAL's existence, and then abolished by the State Teachers' Association; not one teacher, so far as I remember, voting no. I.

WE have an elaborate answer to No. 3, touching the sounds in the English alphabet, from an experienced educator. It will appear in next issue.

SHEFFIELD TOWNSHIP, Tippecanoe county, has a School Director who can not read. Is the Schoolmaster away from home?

THE Indiana Medical College, at Indianapolis, graduated thirty-one members on the 24th of February.

FRANKLIN COLLEGE, at Franklin, is making an effort to raise an endowment of \$100,000.

A B R O A D.

CORNELL UNIVERSITY has a library of thirty thousand volumes.

THE University building in California has cost \$250,000, and is not yet finished.

It is said that over two hundred students of German universities were killed during the recent war.

PRESIDENT ANGELL, of Vermont University, has been elected President of the Michigan University, and will enter upon duty next fall.

THE Common School Revenue in Illinois, for the following years, was—1865, \$13,316,739; 1866, \$4,445,130; 1867, \$5,707,810; 1868, \$6,896,879. 1868, \$5,896,879.

PENNSYLVANIA pays her female teachers an average of \$27.52 per month; Ohio, \$23.80; Iowa, \$24.64; Wisconsin, \$36.24; Minnesota, \$22.30. For Indiana averages, see February number of JOURNAL, page 81.

EXPENSE OF SCHOOLS PER CAPITA IN THE DIFFERENT STATES.—The following table shows the school expenditure per capita of the population of school age in the different States:

Nevada.....\$19 17	Vermont.....\$6 47	Maine.....\$1 78	Indiana.....\$2 37
Massachusetts 16 45	Kansas..... 6 45	N. Hampshire. 6 66	Alabama..... 1 49
California..... 11 44	Ohio..... 6 43	Maryland..... 4 50	Tennessee..... 91
Connecticut... 10 29	Michigan..... 6 40	Arkansas..... 3 97	Florida..... 91
Pennsylvania. 7 86	New Jersey.... 6 38	Louisiana..... 2 81	Kentucky..... 73
Illinois..... 7 83	Rhode Island... 6 20	Delaware..... 2 70	North Carolina 48
Iowa..... 7 21	Minnesota..... 5 71	Missouri..... 2 65	
New York..... 6 83	Wisconsin..... 4 98	Nebraska..... 2 65	

V A R I E T I E S.

ENVY is the price all must pay for eminence.

DISSEMBLERS often deceive themselves; not very often, others.

HE who can suppress a moment's anger, may prevent days of sorrow.

HE who rules not his own spirit, will, likely, be ruled by an evil spirit.

To correct an evil which already exists, is well; to foresee and prevent it is better.

In private we must watch our thoughts, in the family, our tempers, and in company, our tongues.

THE principal business of the "girl of the period" is to sit at the window and watch for the "coming man."

RATHER a fictitious definition—"Fiction; a story made up of facts invented for the purpose"—Harte's Rhetoric, page 286.

REVERIE is not thought. Thought is systematic; reverie, desultory. Thought is laborious; reverie, dreamy. Thought achieves; reverie wishes, and leaves you lean and hungry as before.

A NEW PROFESSORSHIP.—Judging from the lives of some learned men, we are wont to ask whether the department of common sense was open to them while they were being educated. Ought we, in this day of reform, to create a new professorship?—a professorship of common sense.

FULFILLMENT OF PROPHECY—The pigeon mail, recently in use by the Parisians during the siege, suggests the fulfillment of the Scripture prophecy: "For a bird of the air shall carry the voice, and that which hath wings shall tell the matter."

BOOK TABLE.

THE AMERICAN BOTANIST AND FLORIST, including lessons in the structure, life and growth of plants, together with a simple analytical flora, descriptive of the native and cultivated plants growing in the Atlantic division of the United States. By Alphonso Wood, A. M. A. Barnes & Co., New York and Chicago. 12 mo: pp. 552.

This work possesses two cardinal qualities of a good text-book, namely, classification and conciseness. The classification is as follows: (1.) Structural Botany, 122 pages. (2.) Physical Botany, 42 pages. (3.) Index and glossary. (4.) Analysis of the natural orders. (5.) Descriptive Botany, 374 pages. The language is concise and descriptions brief, as is obvious, when a description of about 4,000 species is given in a space of 374 pages. In addition, the work is very fully illustrated with neat and expressive cuts. With these excellencies, this beautiful science must become attractive to all whose souls are in attune with nature, and respond to the language of flowers.

A RHETORICAL READER for class drill and private instruction in elocution. By Prof. Robert Kidd, instructor in elocution in Princeton Theological Seminary. Cincinnati, Wilson, Hinkle & Co. New York, Clark & Maynard. 380 pages.

This work contains a number of excellent practical rules and suggestions. They are *practical*, not theoretical as all who know the author would expect. The superiority of his elocutionary rules and principles, whether given orally or printed, lies in their practicalness. The Selections are good. Many of them are comparatively fresh, either having been recently written, or not extensively copied into our readers and elementary works on elocution.

LIGHT AT EVENING TIME, a book of support and comfort to the aged. By John Steinfeld Holme, D. D. New York, Harper & Brothers. 12 mo: 352 pp.

This is a delightful book. It comes to the tired spirit like the refrain of distant music; like the echo of church bells at the mellow hour of evening time. Many a weary heart with the shadows of sixty years upon it, cheered by these pages will say it is "light at evening time."

Many books make, or intend to make, people wiser; not so many make them better. This book is of the latter class.

Though not old, and possibly therefore not appreciating this book, as we will twenty years hence, yet we thank the author for having produced it, for having flung a handful of stray beams of light along the pathway of age. It will help many a one to say, it is "light at evening time."

ANALYTICAL ANATOMY, PHYSIOLOGY, AND HYGIENE, HUMAN AND COMPARATIVE, by Calvin Cutter, M. D. Philadelphia, J. B. Lippincott & Co.

No other work on Physiology has been so extensively used in school as that of Calvin Cutter's.

Those who have been accustomed to use this book will be glad to know that it has been rewritten, and brought fully up to the times in all regards.

Each subject is treated under the following heads: anatomy, histology, chemistry, physiology, hygiene, comparative anatomy, physiology, etc. The Comparative feature is a new, and as we believe, a good one. The hygienic portion of the book is considerably condensed, so that notwithstanding the additions the new book is not so large as the old one. Many new figures have been added, and the book as a whole has been decidedly improved.

THE KINDERGARTEN.—A manual for the introduction of Froebel's system of Primary Education into Public Schools. By Dr. Adolf Douai. New York. E. Steiger.

The little book before us is designed as an aid to those teachers who are interested in the natural method of instruction. As the heading indicates, it is arranged after the excellent system of Froebel, a most intelligent German reformer in the cause of education. As noticeable and praiseworthy features in the work, we would mention the collection of childlike and beautiful songs and stories. These are written in German as well as in English, and adapt the book to the use of those Kindergartens where either language is taught. The plan of the work is progressive and natural, and not only those whose avowed profession it is to work in these gardens of children, but mothers, as well, who are, after all, the most skillful Kindergarteners, should give suitable thanks to Dr. Douai for his little book.

THE UNIVERSITY MONTHLY, is the name of a new educational journal, published in New York, Baltimore, New Orleans, and Louisville. It is intended largely for circulation in the South. The first number looks well

FIRST LESSONS IN COMPOSITION, by John S. Hart, LL. D., Principal of New Jersey State Normal School. Philadelphia: Eldredge and Bro.

With the author, we think that no exercise, perhaps, is so much neglected as composition-writing, and the principal cause of the want of success, is that the work is not begun soon enough or continued steadily enough. The book before us, a book of exercises rather than a text book, would, if followed carefully and regularly, lead to such results as the system commonly pursued would seldom, or never reach. Is not a book that will lead us to express clearly and forcibly what is floating about indefinitely in the mind, worthy our best attention?

VIRGIL'S ÆNEID, by Thomas Chase, M. A., Professor of Latin in Haverford College. Philadelphia: Eldredge and Brother.

This edition of Virgil has been prepared to meet the actual wants of the school-room. In it, the student has all the help that he needs to help himself. Accompanying the carefully prepared text of the first six books of the Æneid, we find a suitable lexicon, a metrical index explaining the most difficult points in scanning an index of proper names, and a few suggestions that students will *always* find valuable. Aside from the intrinsic merit of the book, it is neatly and conveniently bound, and can be purchased for the exceedingly moderate price of \$1.25.

WONDERFUL ESCAPES. New York: Charles Scribner & Co.

This is the twentieth book of the "Illustrated Library of Wonders." It contains interesting accounts of more than forty wonderful escapes. The incidents related are not fictitious, but taken from actual history.

This "Library of Wonders" would make a valuable addition to any Sabbath School, or township library. The books are all full of interest and valuable information.

ALTIBSONANT LETTERS.—This is the name of a little book, written by Professor S. K. Hoshour, of the Northwestern Christian University. The book is a curious one. The opening sentence will give the reader an idea of its style:

"Dear Sir,—At my deceasion from you, your final olloquy, and concinuous deport laid me under a reasonable obstriction to impart to you a panto-graphy of the occidental domain upon which I had placed my opthalmic organs. I now merge my plumous implement of chirography into the atramental fluid, to exonerate myself of that obstriction."

It is a fine specimen of dead English—but why not as well study "dead English" as dead Latin or dead Greek? The book will interest and profit any one who will read and study it.

THE Atlantic, Scribner, Lippincott, Phrenological Journal, Ladies' Repository, and Every Saturday, come this month with the accustomed variety and interest. These journals are true educators, carrying into many American homes some of the best thoughts of our best thinkers. They often give the most advanced ideas, their authors, speaking from the picket lines of thought, often being the vanguard of the more pretentious author.

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INDIANA SCHOOL JOURNAL

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MAY, 1871.

NO. 3.

REPLY TO T. O.



DISCUSSION, in order to be profitable, must be conducted on both sides with fairness, and with a sincere desire to elicit truth. It is assumed of the *alphabetic* and the *word* methods of teaching to read that one is the better; and the question between "T. O." and "Phono," is, which one?

When I read "T. O.'s" prefatory sentence calling the attention of teachers to my former article, and a little further on, the intimation that it should be "critically examined," I expected an attempted refutation of my reasoning, or at least a statement of some of the facts and arguments that have rendered the *word* method popular with so many teachers. I was disappointed, of course, that "T. O." should think it unnecessary to give us either.

He tells us that "the word method is based on the fact that all words have a meaning, and secondly, that calling words by sight, and not spelling them out, is the method pursued by all *best* readers."

The first part of this double proposition, is not true in fact; and the second does not affect the question at issue. The *word* method is based on the fact that *the printed word has a specific form, and as such, may be regarded as an arbitrary character standing for the spoken word.*

Again, he quotes approvingly from Mr. Webb, "The first step in teaching reading is to teach the meaning and value of words."

Now whether the word method or the alphabetic be adopted, teaching the *meaning and value of words* is not the first step. It is not even the first step adopted by Mr. Webb himself. On the contrary, his *first step* consists in teaching the pupil to recognize from their general *ensemble*, a few simple words with the meaning and value of which he is presumed to be familiar. Take, for example, Mr. Webb's *Word Method Primer*, for which "T. O." thinks the world owes him a debt of gratitude. It will be seen that the words are selected, as indeed they should be, with special reference to their simplicity, and because of the pupil's presumed familiarity with their *meaning and value*.

If "T. O." is wrong in his *first step*, and wrong in the *fact* on which his system is based, is it unreasonable to suppose that his conclusions partake the character of his premises, and that they are all wrong together?

"T. O.'s" only attempt at serious argument is in the following sentence, which, as will be seen, is bad in both grammar and logic: "Our experience, with more than one class, has demonstrated that the word method, in teaching children to read is the *true* method; first, because it presents no obstruction to the usual drill of the alphabet, spelling by sound, etc.; second, it does not discourage the beginner with a three months' drill upon arbitrary characters, which carry with them no meaning to the mind of the child." The same may be asserted of *wood-sawing* or *conic sections*, but it will hardly be held that this fact *demonstrates* any system of teaching to read as the *true* one. Instead of telling us what the word method does, he tells what it does *not* do, and claims therefore a demonstration.

Does "T. O." really believe that a "word carries to the perception of the child the picture of a thought?" Has he himself ever seen the picture of a thought? Does not the word convey rather the thought itself?

"T. O." says, "take the word cat, and there is no resemblance between the word and the letters as heard in the alphabet." I suppose he means by this singular sentence, that *the letters composing a word, bear no resemblance to the word itself*. But neither does the *printed* word bear any resemblance to the word itself—the *spoken* word. But the elementary sounds which the letters represent, do, as a rule, compose the spoken word; for English spelling, defective as it is, is in a great degree phonetic. "T. O." to the contrary, the letters are a *key to the word*.

He thinks the outlines of the words are easily recognized, but finds great difficulty in teaching the outlines of the letters. Now the letters are only twenty-six in number, while the words necessary to read even a few sentences, are much more numerous. Similar letters, such as *b, p, d, g*, etc., the pupil finds it difficult to distinguish, but does he find no difficulty in distinguishing dig, big, pig; dog, hog; hat, pat, etc? Relatively, these words are less dissimilar than the objectionable letters. In point of fact, the pupil must learn to distinguish the identical letters *b, d, p*, before he can distinguish the words.

"T. O." speaks of "three months drill" to learn the alphabet. With a good alphabetic chart, a class of a-b-c-darians may be taught the letters in a very few days. Following the same plan, they will soon learn to spell and to read.

Experience is the real test of the two systems; but it is improper to compare results unless the facilities for teaching the two methods are equal. If the *word method* pupils have the benefit of a chart, the excitement of a class, and an intelligent, skillful teacher to instruct them; and the *alphabetical* pupils have none of these, it is unfair to point to the superior advancement of the former as an evidence of the superiority of the system.

Before closing, I wish to correct two errors which the types committed in my former article. The last sentence in the first paragraph should read, "In education as in other things, much depends on the *start* (not *student*); and the last word in the article should read, *race*, (not *van*.)


PHONO.

[The article to which this is a reply may be found in March number Journal, page 108. We recommend a careful reading of both. This subject is worthy a critical and candid investigation.—Ed.]

JOSH BILLINGS says: "There is one man in this basement world that I always look upon with mixed feelings of pity and respect, to whom I always take off my hat and remain uncovered until he gets safely by; and that is the district schoolmaster. When I meet him I look upon him as a martyr—just returned from the stake, or on his way there to be cooked. Don't talk to me about the patience of ancient Job. Job had plenty of boils all over him, no doubt, but they were all of one breed. Every young one in a district school is a boil of a different breed, and each young one needs a different kind of poultice to get a good head on him."

PHYSICAL CULTURE.—III.

BY J. L. PICKARD.*

 ROEBEL has done much in a good direction in organizing and systematizing plays so that they shall subserve the child's mental and moral needs as well as those of his physical nature. The Kindergarten, in its true conception, is an unalloyed blessing. It gives direction to activity, placing construction over against destruction, so natural to the child. It recognizes the body in relation to the mind, and its principles may be carried forward throughout the whole process of education! These principles may be briefly stated as bodily activity, so directed and into such channels as to secure bodily skill in useful pursuits. This the child is not competent to determine for himself, nor can he be taught from books what is best for himself until his personal habits have become so far fixed as to make the study less important so far as he is himself concerned. This thought enforces the duty of the teacher in directing the bodily activities of the pupil.

In all that I have said thus far, I have urged acquaintance with the body of the pupil, not for its own sake alone, honorable as this might be, but because of its intimate connection with the higher nature, which must use the body as a means of reaching and holding others; and because some of the highest attainments possible to the human body are made so much easier by the aid of a healthy body, if they are not absolutely dependent upon it.

That a well trained body is often turned to ignoble uses is no argument against its culture; that the excessive physical culture, which makes the successful prize fighter, the muscular oarsman, or the noted pitcher or baseman of a club with or without stockings, does imbrute the man, dwarf the mind, and often corrupt the morals, furnishes no reason for such neglect as will give to the mind and heart an unworthy tenement ill suited to their need or ill fitted to do their bidding. That we are running to excess in a certain kind of physical culture is but in keeping with American tendencies. While many who started in this crusade for physical culture with good intent, have come to see the evils of excess, and are lamenting its influence upon both mind and

* Superintendent Chicago schools.

morals—the pendulum swings not uselessly, for as it vibrates to this extreme or that, the hands move forward on the dial.

It is not my wish that teachers study the human body that they may ascertain how much may be made out of it, but that they may learn how much service it may be made to render in the development of a true manhood, itself a part. The man is not a human animal, whose muscular fibre is to be fed and enlarged. The problem is not to ascertain how many pounds avoirdupois the human machine may be made to lift, but how far real humanity may be raised by influences to which the body must contribute its share. It is not to determine how much pounding the body will bear, nor how far muscular exertion may be carried within the limits of endurance, but so to perfect the living organism as to make it an easy channel through which a sound mind and a pure heart may go out to bless the human race, and thereby honor the Creator who gave us bodies just suited to our needs and to the needs of those whom we may benefit. He who, under the plea of attention to his higher nature, gains by neglect of body that sickly cast of countenance he would fairly believe indicative of vast intellectuality, and he who prides himself upon a body burned to ashes under the fires of a soul that has asserted and shown its superiority, must learn that vigorous thought is not always, nor usually the companion of dyspepsia, and that God requires of his creatures not the ashes of a slain victim, but "a living sacrifice." Even their "bodies, holy, acceptable unto God, which is their reasonable service." The more vigorous the thought the greater the necessity for a vehicle suited to its purpose. The higher and holier the aspirations, the brighter and more winsome will his influence be, whose body in healthful state imparts a cheer to all that is said or done.

WHEN you are world-weary and soul-sick, talk with a little child. As the clear, trusting eye is lifted to you, a thought of the immeasurable distance you have blindly traveled from that sweet trust to your present atheism, will touch the world-frozen fountain of your tears; and just as the little head, unquestionably and confidently leans on your breast, you will yearn instinctively for the All Father, whose loving arms are our best and safest shelter. The man or woman must indeed be past redemption, whom "the little ones in their midst" cannot bring nearer heaven.

TEACHING LATIN TO BEGINNERS.—II.

BY AMZI ATWATER.

PROGRESS in Latin, as in other literary pursuits, must be slow and discouraging unless there is an interest in the subject; but this being present, the advancement of the student can scarcely fail to be satisfactory.

The complaint that "Latin is dry and uninteresting" is not an unusual one, but in every instance it will be found to be the result of either inaptitude or indolence on the part of the pupil, or serious incapacity on the part of the instructor. How then shall interest be secured?

First, by making the learner thorough in his work. It is plain that the student enjoys and takes an interest in that, and in that only, which he succeeds in understanding. Now, if he passes superficially over the rudiments, he is soon involved in difficulty; unmastered principles rise up behind him, and loss of interest is the inevitable result. This is especially true in the study of Latin, for the successful pursuit of no branch of learning depends more upon laying a good foundation.

There will be no complaint that "Latin is dry" from the student who is thoroughly grounded in its first principles. We may therefore, take the complaint for a confession of failure in that direction.

Second, an occasional brief concert exercise by the whole class during the hour of recitation is a great help in creating interest.

Both teacher and pupils too often fall into a dull, lifeless habit of examining the lesson. They are going over grammatical forms and rules that have no life in them, and the sentences being disconnected, do not awaken a desire of perusing a narrative. To drone over these by the hour, with nothing to give spirit or animation, is fatal to the interest of the pupils, and will, consequently, injuriously affect their scholarship. Let the monotony be broken up. Throw in a brief half-minute exercise by the whole class; a declension of a noun, adjective, or pronoun; the conjugation or inflection of some form of a verb found in the lesson, and all will return to individual recitations with a new zest.

But, in the third place, perhaps the most effectual means of awakening a perfect interest in the Latin—an interest which may

ripen into a zeal that will result in profound scholarship—is tracing the derivation, and discovering the radical meaning of English words. Our standard English writers have drawn so copiously from Roman fountains; have so enriched our vocabulary from the language of Cicero and Virgil, and science in all her departments has so frequently sought her terms from the same source, that this opens a wonderful field for study and research, explorations in which cannot fail to bring to light treasures whose existence was not even suspected.

Those who are somewhat advanced in the English branches (and most of our Latin pupils are), have become familiar with the sound of a great number of technical terms which they have learned to use in their proper places, and whose meaning they suppose themselves to understand.

It is the rare pleasure of the instructor in Latin and Greek to re-introduce them to these old acquaintances, show their real force, and draw out of them their history and concealed meaning. The student of arithmetic will then see that

Subtraction is that process in which he (sub-trahere-tractum) draws one number under another; that *multiplication* (multus and plicare-catum) is a process of folding a number upon itself many times; that *five dollars* is called a *concrete* number because (concrecere-concretum) the *five* and the *dollars* have grown, or have been united together.

The boy who has traversed the round world in his atlas, or with artistic hands has drawn out the lands and seas on paper, perceives that the *peninsula*, which has always seemed to him to be an absurd and indefinite thing, is after all simply (paene) almost an (insula) island; that his continent is really a large body of land (continere, continens, continentis) all holding together.


The one who has labored in the parts of speech and rules of his mother tongue, now perceives that the *verb*, the conjugation of which has cost him so much labor, may well claim attention, for it is the (verbum) word of the language; that the little *preposition* has secured its long name from the place it occupies, it being (prae-ponere-positum) placed before another word; that we may well call the word which qualifies the meaning of a noun, an *adjective*, since it has been (ad-jicere-adjectum) thrown at or applied to it.

That pupil must be dull indeed who cannot be interested and

excited by discovering the hidden significance of these, and thousands of other words which he is daily accustomed to use.

Surely, in pursuing the study of a language in which there is such perfect and admirable system, such wealth of sententious wisdom and eloquence, and which at the same time contributes so largely to the beauty and copiousness of our own tongue, there should be the most ardent, enthusiastic interest.

“NOT HOW MUCH, BUT HOW WELL.”*

 HIS old maxim, often hung upon the walls of school-rooms, cheats children out of their time and labor, and deludes parents and teachers into the belief that but very little should be attempted. Of course it is not hung there for this purpose, but it too often has this effect. It does not so much impress the child's mind with the importance of making thorough investigations, as it does of avoiding extensive ones. It also cheats the children and parents by forming a screen, behind which the teacher may hide his ignorance and his laziness. It is quite easy to oversee the slow, stupid progress of pupils when hampered and restrained by the requirement to commit, repeat, review, and recite over and over again the same dull lessons, but not so easy to properly direct eager, stimulated minds, when bent on real and extensive investigation. To review again and again the same thing without gathering additional knowledge, is simply to throw away both time and labor.

Thoroughness is a good thing and should be cultivated, but not at the expense of intellect. Many teachers drill classes day after day in Arithmetic, for the sake of *thoroughness*, when, if the same classes were put to the study of Algebra, they would actually learn the principles sought in the former study, much more rapidly and more thoroughly.

We do not mean to say that the principal embodied in our text, namely, quality in preference to quantity, is not a good one, but that its abuse too often proves destructive of true mental development, and that it often does more injury in the school-room than good. For example, a certain teacher in one of our western colleges, requires each lesson in history to be committed to memory.

* This paper was read as a Recitation Exercise, by a member of the Rhetoric Class, in the State University.

The time and labor thus given to the dull task of memorizing what a certain author has seen fit to write, is, of course, very great. What is gained? The memory is somewhat strengthened, and a few historical facts learned; beyond this, almost nothing. Now, let the same time and labor be given to an extensive and well-directed reading of general historical literature, and who can doubt that a wider and more practical knowledge of history, as well as a more cultivated taste for reading, would be thus acquired?

While we have but few teachers so extremely "thorough" as this one, yet we have many who are continually narrowing the intellects of their pupils by thus cramping their energies. So long as children are taught to do but *little*, in order that that little may be done *well*, or that it is better to know *everything* of something than to know something of everything, they are contented with *little* results and make but *little* efforts. They believe as they are taught, that the lack of quantity is more than made up by superior quality, when in reality the little they do accomplish is very poorly done.

Such aphorisms, let them be ever so plausible, should be cautiously and wisely used, not abused.

G. M. L.

TEACHING AND TALKING.



CERTAIN school superintendent was accustomed to say, "every day our teachers do enough unnecessary talking to make volumes, if their words were put into print."

In every part of the school-room work, in the government, in the instruction, teachers doubtless defeat their purposes more frequently and more fully, by too much talking, than by any other one means. Many teachers, conscientiously striving to do their work well, laboring in season and out of season, lessen their influence and increase their difficulties by not having the ability to bridle that unruly member the tongue, by not knowing the folly of a ceaseless drivel of words. One of such may be heard crying out in a storm of disorder, "peace—be still"—but there is no peace; there is, there can be no stillness, so long as she depends upon words—so long as she hopes to assert her authority and establish herself in the confidence and respect of the children by the power of words. Children very soon know when a teach-

er talks simply to *seem* strong, intelligent, and a master. Some who know the least can, or at least, do say the most. A little thorough, careful thought on a subject—information, properly arranged, enables one to express himself briefly and clearly. A multiplicity of words is the index of a confused, undisciplined mind. Like begets like—as the teacher, so are the scholars. The fruits of the wordy teacher are: Carelessness, heedlessness, thoughtlessness, disorder, confusion, idleness, weakness everywhere. Such a teacher may be found reiterating the page and paragraph of a lesson, to a class of heedless urchins, to find all forgotten at the following recitation. Such a one was the old school-master of Dickens, whose request for the boys to pass quietly from the school-room, across the green, far out of sight, was answered by leaps and huzzas on the very steps of the door—shouts and yells—not of defiance, but of utter disregard and carelessness. Every teacher, must go through a trial at the hands of the scholars. They begin the test on the first day, and the readiest and surest way is to try her firmness, her patience, her composure, her temper by questions, by requests, by calling for unnecessary attention, by diverting the mind to this direction and then that. Now what shall be done? A teacher of one kind would attempt to answer all questions, satisfy all apparent cravings for information, explain all troubles, grant all requests, settle all disputes, help over all difficulties, cover over everything with that ready relief of *words*. Repress this symptom of disorder with words; reprove that outbreak with words; check this outburst of misbehavior with words; restore chaos to order by words; This one evidently believes in the omnipotence of words. The fact, however, is patent, that *her* words, so far as her scholars are concerned, are weak, babbling, worthless—worse, they cause confusion of mind, and disregard for authority.

Another teacher would come into the presence of a room full of children for the first time, seeing here and there, everywhere, that childish spirit of fun, of restlessness, of all things calculated to try the patience, and wisely conclude not to fire a volley of words into them, not to declaim one golden rule after another, not to *talk* confusion into order. She calmly looks about her, reviews them, fixes her eyes closely and coolly upon them, gives them a dignified, quiet look, that carries powerful conviction into their very hearts. Her self-possessed presence is sufficient. You may

read upon their faces: "We have a master now." A teacher strong in discipline, should thus be able to go before a class of children, whatever their condition, and with folded arms, look them into quiet and respectful order. If this will not do it, no amount of word-storming will. The first thing, almost, that a teacher should learn, is this peculiar power of silence, and the wonderful weakness of words. "Why does that boy stand so awkwardly?" you ask. "I am sure I've told him a round dozen times about that very thing," is the reply. "I have spoken to you the last time about whispering," was lately addressed the third time to a boy in the space of ten minutes. Now what does that boy care for the words of his teacher? She has destroyed that respect which should cause him to hear and heed the *first* request. He doesn't believe she means what she says. There is trouble and failure in her future as a teacher.

Listen to this and then please estimate the amount of attention and thought inspired in the boy's mind. Is there anything more befogging, benumbing, stupefying and confusing? Nothing to awaken the attention, fix the mind closely, arouse the energies quicken thought, stir into activity—things that are the crowning jewels of a promising school.

But here is what fell from the lips of a "word-mangler" *verbatim et literatim*: "Now Edward Reeder, every day since you have been in school we have had the word 'lily,' and now you say 'l-i-l-y.' Not a day but we have spelled the word 'lily.' I know not a day has passed but what we have spelled this word. *Every day* for a month we have had 'lily.' I'm sure not a day has passed, and now it is 'l-i-l-y;' you ought to know better. I'm sure you ought to, the number of times we have had it. It does seem strange you can't spell it. Of course, if we never had spelled it, I should not wonder at your missing it, but when we have had it so much, you ought to be ashamed. Now go to your seat and spell it so often, that if you live to be the oldest man, you will know how to spell 'lily.' I thought everybody knew how to spell that little word—anyhow you ought to, when we have had it so often."

It is not necessary "to rise to explain" the mental condition of such a teacher. She could teach nothing clearly and cleanly. To prove, however, that she is a master, she resorts to such speech as quoted. Observe that the whole harangue does not in the least impress upon the boy's mind the mistake he has made, and the chances are, the same will occur on the next occasion.

We would have teachers talk, but they should, of all talkers, be clear, concise, and correct. So much advice, instruction, encouragement, admonition, and censure are needed that teachers can not afford to spend their time in talking. Leave off the noisy speeches that speak but too loudly your own weakness and inefficiency.

If you have strength you will not become the slave of this bad habit. If you are weak, words will never conceal it—they will betray you. Save your words—silence is far more deceptive than speech. While it is not necessary to ape the owl, you will succeed far less in the perhaps more natural role of the jackdaw.

What we want to do is to treat children as rational beings—human beings endowed with all the sensibilities of a living soul. Common sense and your own good culture are an unerring guide.


“A word *fitly* spoken is like apples of gold in pictures of silver.”

“Speech is silver, silence is golden.” W. J. BURTON.

THE LEGAL RIGHTS AND OBLIGATIONS OF TEACHERS.—IV.

OF THE CONTRACT.

(Continued.)

requently happens that misunderstandings arise between teachers and employers as to the terms and conditions of the contracts between them. This is especially the case in private schools where all the patrons are contracting parties, for the reason, as I apprehend, that where the parties are numerous, there is necessarily an increase of chances for differences of opinion. These differences may arise from an honest misapprehension as to the duties and obligations imposed upon teacher and employer, but in most cases they may be traced to evil designing persons who purposely misapprehend the matter in order that difficulty may arise and their petty spite be gratified; in either case the result will be detrimental to the success of the school, to teachers and employers, and therefore it is to the interest of all concerned to so make their contracts, that if possible, trouble cannot arise.

The teacher may recover for his services without any express contract whatever. The law will not permit one man, knowingly,

to take the benefit of another's labor and not recompense him for it, but will compel a payment in whatever sum the work may be shown to be reasonably worth. Moreover, in the absence of any agreement as to the duties and obligations of the teacher and the employer, the law, speaking through the mouths of her judges, will say what those duties and obligations are; but no teacher, or trustee, or other employer ought for a moment to think of submitting the question of wages and legal rights and duties, to that ordeal, when they have it within their own power to dictate and settle the terms in advance.

In every case let there be an express contract, leaving nothing to be implied by law. Let the contract be reduced to writing and not entrusted to the uncertain memory of witnesses. Let it, furthermore, contain *all* the contract, for it is a maxim of the law that when the parties to a contract have once put themselves upon paper, that they will be presumed to have written down their entire contract, and no court will hear them contradict or vary what may have been agreed upon in writing. Their written contract, however defective and uncertain, must speak for itself. I would, therefore, enjoin it upon every teacher and school officer to enter into a written contract, broad enough to provide for every contingency which is likely to arise. This degree of particularity may seem unnecessary to many, and in nineteen schools out of twenty there would probably be no occasion whatever for it; but when the twentieth comes, as it may in the life of any teacher, the vexation and annoyance far outweighs the trouble and cost of preparing a comprehensive written contract. Moreover, I may be asked by the teacher, "How am I to anticipate possible contingencies?" I admit the pertinency of the question coming from young and inexperienced teachers, but the observation and experience of the older members of the fraternity will suggest the many questions which might arise, and which they ought, therefore, to provide for. The following are some of the questions that I have known legal advice sought upon: "In a public school, who is under legal obligation to sweep the school room and build the fires?" "Is the teacher responsible for injuries done to school property, and if so, to what extent?" "In a private school, how many hours per day shall be taught?" "Who shall say what books are to be used?" These are all practical questions, and with others that will readily suggest themselves to

the mind of every teacher of any considerable experience, may stubbornly arise at times to be no little discomfort of teachers and school officers. It is a nice legal question to determine the boundary line between the duties imposed upon the teacher and those upon the employer, and I can readily understand why not only laymen and teachers, but lawyers themselves disagree in reference thereto. This being the case, it must be apparent to every teacher that the matter ought to be settled in the contract, and if this is done and the contract reduced to writing, the law will uphold and enforce it to the uttermost.

Without attempting the form of a contract which would meet any and every case, a feat that would be impossible, let me offer a suggestion as to the material parts to be considered by the teacher or school officer, or other contracting party about to enter into one. There must, of course, be contracting parties, and each party must, of course, be bound by the contract to do certain things. Now, what does the teacher undertake? Primarily, to teach. If in a public school, where, when, what price? If to cut wood, build fires, sweep the floor, carry water, pay for broken furniture under any circumstances, (you ought to be bound to do so in certain cases), let your contract say so in plain English prose. Bind yourself to do everything you intend to do in affirmative terms; and so let the trustee or other contracting party do. If he undertakes to do anything for you or for the school, state what, and when. If you are to teach a private school and your patrons are to furnish you a room, put it in the contract. If you intend to grade your school, as you ought to do, stipulate for uniformity in text books, and reserve the right to dictate the same. If you intend to teach a "short quarter" of sixty days, write "sixty days" down. In fine, everything the teacher intends to do he must bind himself affirmatively to do, and everything the other contracting party intends to do, he must likewise be bound affirmatively to do.

In offering this article, as indeed all that have preceded it, the wants of the younger class of teachers have been kept continually in view. The elder members of the profession need no advice upon the topics coming within the range of this and preceding discussions, but there are those who have lately entered the field, and who are now entering—"new hands at the business"—for whose exclusive benefit these articles have been written. D. D. B.

A DAY AT THE INDIANA STATE NORMAL SCHOOL.

NOT may be interesting to the teachers and friends of education, to learn something of the present condition and prospect of our State Normal School. The session closed on Tuesday, the 22nd ult., with an examination of the Model School and the Normal students. The model school is divided into two departments, in charge of Miss Donahue and Miss Morris. The teachers of the Normal are President Jones, Professor Newby, Miss Bruce, Miss Funelle, and Professor Page. The latter has charge of the music. The number of pupils in the Normal department for the session was thirty-five. The prospects are that there will be a much larger attendance the coming session. But no one need be surprised at the comparatively small number for the winter term. The history of Normal Schools shows this to be a very good commencement. Institutions to be useful must grow like trees; if they spring up like weeds their value will probably be proportioned to their growth.

THE BUILDING.—The school building is very large and imposing. The third story is not completed. The High School of the city occupies the lower story, that being one of the conditions of its location in Terre Haute. The house is kept neat, clean and in good taste. The furniture, desks and chairs, in the Model Schools, and Normal, have not been well preserved. The desks are scored, the stove scribbled on, the hinges of some desks are loose, and the nicely varnished chairs have been marred by persons standing on them. The legs of the piano also show rough handling. This is not good culture or good taste.

THE PUPILS.—The pupils of the Model School are from the city. The pupils of the Normal from that class of society who have ambition to be useful, and have been trained and are willing to work. Most of them expect to educate themselves and fight the battle of life independently. They generally are just the material out of which are made noble, worthy men and women. They come to school to work, and are not disappointed, for they have it to do.

THE COURSE OF INSTRUCTION.—The necessities of the Normal students are such that generally they are not able to continue through the course without stopping to recruit their finances. They go to school awhile, and then teach to replenish their purses.

For the accommodation, also, of those who can only be at school a short time, there are two courses of study, one a complete Normal School course for advanced pupils; the other, for the assistance of those who cannot afford the time or money for the former.

THE EXAMINATION.—About one hundred and fifty of the best of the citizens of Terre Haute were assembled in the hall to witness the examination of the Model Schools. The Primary School was examined first, by Miss Donahue. The reading was admirable, clear, distinct and intelligible. The spelling was good. The writing of numbers, addition, and multiplication were prompt and accurate. The lesson on color was a failure; perhaps the class knew more than they were made to exhibit. The teacher did not show herself to the best advantage, as she could not be heard by the audience. This seeming want of confidence, or ability, was accounted for in part, by the fact that the lady was not well. In music the children exhibited a very commendable proficiency, reading music at sight and singing very sweetly.

INTERMEDIATE SCHOOL.—Miss Morris had been obliged to suspend her school previous to the examination, on account of sickness, and it was feared that she could not conduct the exercises, but she did it bravely. In music, arithmetic, geography, map-drawing, reading and spelling, there was a promptness, accuracy, intelligence manifested, that exhibited fine teaching. The language of the pupils was good, and their enunciation fine.

AFTERNOON.—The delighted audience of the morning was not present in such numbers in the afternoon. Doubtless the parents were more interested in their own children than in other people's; yet we think they would have been well repaid if they had attended in the afternoon. The opening exercise was a song by the school, conducted by Prof. Page, "Praise the Lord;" Miss Mary Andrews read a selection from Whittier, "Snow-bound;" essay by Mr. Howard Sanderson, on "The Condition of Europe at the close of the fifteenth century." This essay was an introduction to an historical discussion as to territorial rights in North America. There was six disputants, Misses Fanny Scott and Lessie Harrah were the advocates of Spain; Miss S. Barber and Mr. H. Sandison defended the claims of England, and Miss Belle Powner and Mr. W. W. Parsons, represented the interests of France. The discussion was unusually interesting, and was entered into with an energy and animation that was very entertain-

ing, and showed that these young folks had been reading to some purpose. The first two young ladies forgot they were speaking to an audience who had done them the compliment to come and hear them; indeed the second, the advocate of England, lost her presence of mind, or voice, and spoiled her effort. The rest did themselves and the school great credit by their clearness, distinctness, accuracy and self possession. The discussion lasted nearly two hours, and the interest of the audience was unabated.

After the discussion, Prof. Page entertained the audience with a solo, the "Dear Old Sunny Home;" Miss Mary Oakey read an essay entitled "Normal Schools," which, by the vote of the audience, was requested for publication. It was well written and well read.

The closing exercise was the reading of a beautiful selection by Miss Lizzie Jones, entitled "An Order for a Picture." The feeling manifested by many of the audience, was a tribute to the touching sentiments of the poem and the beauty of its rendering.

As the audience was about to retire, a motion was made that a committee be appointed to express the pleasure and satisfaction felt in the exercises, and to recommend the State Normal School to the attention of those who desire to be prepared to be teachers. Their report will be published.

The writer went to the Normal School to learn from personal observation what its condition is and what good it is accomplishing. He is satisfied that for the peculiar work it is organized to do, that there is no fitter place in the State for young teachers to go, and therefore recommends the school as doing a good work for the State and its schools. It has an able faculty of teachers, and time is the only element it needs to make the institution all that its most sanguine friends promised.


ALEX. M. GOW.

THERE was, many years ago, a Lazy Man's Society. One of the articles required that no man belonging to the society should ever be in a hurry. Now it happened on a time that the village doctor was seen driving post-haste through the streets to visit a patient. The members of the society saw him, and on his return reminded him of his fast riding and violation of the rules.

"Not at all," said the doctor; "the truth is, my horse was determined to go, and I felt too lazy to stop him." They did not catch him that time.

THE SELF-REPORTING SYSTEM.

BY MATTIE CURL.

N presenting this subject I feel that it is one in which we all feel a common interest, and it is of too vital importance both to teacher and pupil to waste our time in mere metaphysical speculation, hence, what I say will be conclusions based upon my convictions from what I have learned by observation and experience.

First, it occasions deception because it produces a selfish ambition conducive to the gratification of the pupil's personal pride and ambition. Granting this to be true, will not the teacher, by taking the responsibility of reporting into his own hands, come in contact with another kind of pride peculiarly characteristic of American boys and girls, that of *freedom to think and speak for themselves*.

You may see this germ of personal freedom manifested in the lowest primary grades, and no teacher, however honest, however observing, can know, at all times, every thing that transpires in the school room.

Children are very close observers, especially of the conduct of the teacher, and the least inadvertency on the part of the teacher may cause the pupil to feel that injustice has been done him, and this single act may weaken the influence of that teacher over his pupils; while, on the other hand, if the pupil gives his own report and makes the mistake himself, the school feels that it has the power of appeal in the teacher, while the teacher, not having yet committed himself by giving his decision, has now the opportunity of protecting the honor of his school and correcting the falsehood of the pupil, whereas, if the teacher had given the deportment of that pupil, and there had been dissatisfaction on the part of the school or of that particular pupil, he having already committed his judgment, would either have to let it stand so, perhaps causing unkindly feelings, or he would have to acknowledge to the school (tacitly at least) that he had made the mistake, either of which might prove detrimental to his influence.

As to this system's *causing deception*, this seems to me very much like the reasons adduced by some prudish mothers who will not permit their children to attend school until they are such boobies

they are ashamed to go, lest their precious morals may be corrupted by mingling with their fellows, or, in keeping with the system of iron-walled boarding schools where conscientious parents (in total or partial ignorance of the normal laws of human nature) place their daughters to protect their innocence, little suspecting that instead of strengthening them for the social stage, they are building up a *false* system of morality, so weak, so unstable that even small temptations cannot be resisted. From all such systems I hope to be forever delivered!

Give me a moral standard that has been wrought out in the furnace of *severe discipline*, a conscience that has felt the refiner's fire and the fuller's soap, and then I will show you the individual who reflects the perfect image of the refiner. No other image can be perfect; the *outside* of the platter may be clean, but the inside will not be clean also!

As for *low morals* being an argument against the system, on the contrary, I think it is one of the most *potent* arguments in *favor* of it. First, because it furnishes both teacher and pupil a correct standard by which they are enabled to judge of the normal condition of that particular school, and shows him, as well as the pupils, the positive necessity of raising their moral standard. Second, it furnishes a *clue* to the teacher by which he may come in direct contact with his pupils on the subject of truthfulness and honesty.

Now we are all agreed that there is no better way to make a child *see* a thing than to place that thing in a *tangible* form. I would give more for the moral effect produced upon a child by an act which is so palpable that the *dullest* cannot fail to see it, than for the whole moral code given in generalizing; that the child who could thus *see* the truth, would also *see* a lie I do not doubt, but children know there are lies in the world just as well any body, and why not give them the opportunity of learning to resist them?

If the school-room were the only place where children come in contact with deception and equivocation, there might be some better reason why they should be spared the temptation; but even then, I would give more for the genuine manhood of that boy who had learned to resist the temptation, who had grown strong by *virtue* of it! I think a wrong construction is often placed upon that beautiful prayer, "Lead us not into temptation."

He who knew the end from the beginning also knew that vice and deceit would ever be a snare in the pathway of man; therefore, that divine petition cannot mean that we shall not be *exposed* to temptation, but that we shall be *strong* in the midst of it! "Deliver us from evil;" on this hang the law and the prophets.

While I would have *different restrictions for different grades*, I can see no just reason for not using the same system for all. Children soon form very correct ideas of *right* and *wrong*. As soon as a child is able to say *yes* and *no*, it is quite old enough to tell the truth! It is true that child-judgment is immature; that its memory is uncultivated; that it may have a very imperfect idea of correct deportment; but children know more at six years old by *intuition*, than most persons know in half a lifetime spent in theorizing. With careful, patient training, I see no reason why these little minds and hearts may not be trained to comprehend all that is requisite; and I do believe that, although the process may be of slow growth, yet in no other way can we so highly develop these child-natures.

It seems to me that the self-reporting system is founded upon the normal condition of confidence and love!

Where is the Christian mother who has not a thousand times taken her darling upon her knee, and taught it that beautiful God-given lesson, "Confess your faults," before its bright innocent face has ever seen inside the school-room? Then if *such* lessons are so necessary beneath the watchful eye of a mother's love, are they any the less important when she places her child in the care of the teacher? Will she not hold us responsible if we fail to nurture the germ that she has taught to spring up?

It has been argued by one of our best educators that we can judge of the ultimate success of this system, only as we become acquainted with the after life of those who have been subject to its influence. There would certainly be as much justice in saying that the profligate young man of the present day is not a christian from some one special defect in his parental training. Verily, "There are snares enough on the tented field," exclusive of the self-reporting system to make *big sinners* out of men, and women too, and since, to my certain knowledge, I have known boys and girls *made better* by it, and have never known them made any worse than they were before, by the use of it (for I believe that a pupil who would lie about his report, was not a novice at the

business before he began reporting) I must insist I have seen it used successfully.

I also believe it tends to develop the power of observation. Pupils, by its use, soon learn to be more critical of their own conduct, as well as of that of their associates; besides, it will require discrimination and judgment on the part of any pupil to so guard his conduct for a whole day as to be able to report fairly at its close. We are all aware that, as a rule, we are more watchful of our conduct when we are liable to criticism.

Now, if it be true that it does give mental discipline, it necessarily follows that it makes more accurate thinkers, and consequently more highly developed intellects, and surely, that boy who spends his boyhood under such training, responsible for his own conduct, will be more likely to develop into a self-reliant, well disciplined manhood than he whose actions have been guarded for him until he has about concluded that boys and girls (if not men and women) are *non-responsible* beings; and last, but not least, I believe it paves the way for religious instruction. That child whose moral nature is based upon conscientious principles in the guidance of his own conduct, will the more readily see the beauty and the purity in the life of Him whose *crown* is justice.

Then, teachers, follow whatever system we may, let us be very careful how we touch these "harps of a thousand strings," lest by the ignorance of the latent power in some particular chord we mar the beauty of all the parts, and the music that might have made glad the hearts of millions be rendered a source of evil in the world.

GOD did not take up the three Hebrews out of the furnace of fire, but he came down and walked with them in it. He did not remove Daniel from the den of lions; he sent his angels to close the mouths of the beasts. He did not, in answer to the prayer of Paul, remove the thorn in the flesh; but gave him sufficiency of grace to sustain him.

LORD LYTTON, talking to Dr. — about public speaking, asked him whether he felt his heart beat when he was going to speak. "Yes." "Does your voice frighten you?" "Yes." "Do all your ideas forsake you?" "Yes." "Do you wish the floor to open and swallow you?" "Yes." "Then you'll make an orator."

CHAPTERS FROM NATURE; OR, OBJECT LESSONS.—II.



TREES.



TREE is not only a thing of utility, but a "thing of beauty," and hence, "a joy forever." Who has not admired the straight and lithe trunk of the forest tree towering to a height of eighty, sometimes ninety feet? But who has not more admired the broadly branching and symmetric-topped shade tree, with its rich verdure and pendent boughs? Surely, he who cannot see beauty in a tree is kin to Shakspeare's character, who is not moved by the concord of sweet sounds; his soul is dark and ready for "treasons, stratagems, and spoils." Let the school boy, as he walks home through the forest in the soft and balmy air of May, recognize the beauty of the tree, and be glad. Thus, as his eye is delighted with the beauty of the forest, and his ear regaled with the melody of bird songs, and his heart (if properly trained) touched with a feeling of reverential joy, let him look from the creature to the Creator, saying, surely, he who made these beautiful things, must himself be beautiful—"Praise his name."

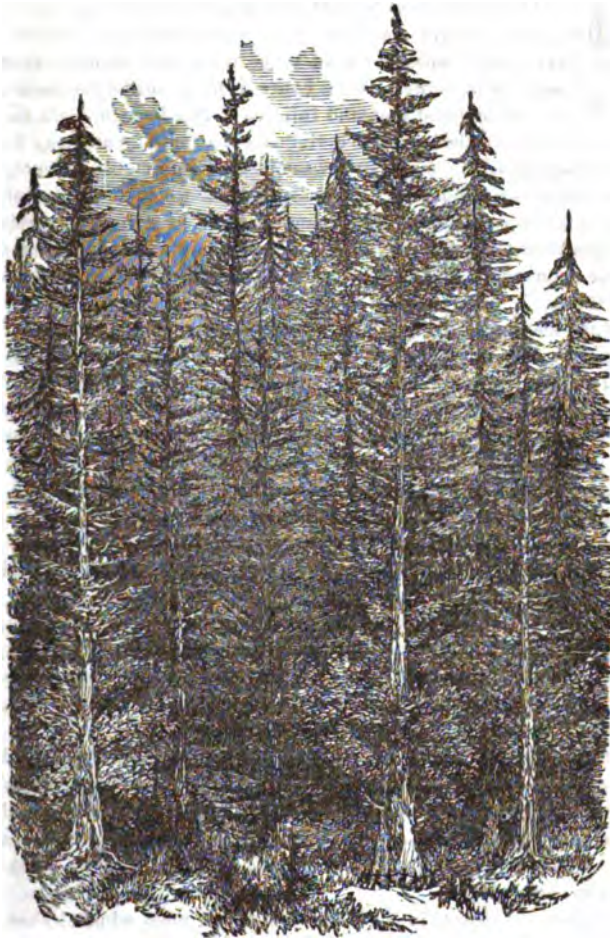
Trees have in many cases become historic. Who has not read of the "palm tree of Deborah;" of the "cedars of Lebanon," and the "oaks of Bashan?" These are not historic only, but almost sacred to the devoted Bible reader.

Other trees are noted and historic. The Parliament oak, of England, under whose branches Edward I. held his Parliament, is venerable with years and honorable associations. Every school boy has read of our own "O Charter Oak," in Connecticut; and every student of geography knows something of the celebrated banyan of India, with its hundreds of trunks and its branching arms, which are said to have sheltered an army of seven thousand men; and many have heard of, and some have seen the great "pine trees" of California.

In size, these last are the most remarkable trees on the globe. Some of them tower to the enormous height of three hundred and fifty feet. The trunk of a fallen tree gives evidence of a

height, when standing, of four hundred feet. This trunk has a circumference of one hundred and ten feet. This would give a diameter, or thickness of thirty-five feet. This trunk is hollow some two hundred and fifty feet. Through this, it is said, a man can ride on horseback without inconvenience. The trees are hardly beautiful, but grand. They are among the wonders of this continent. Below we give a cut representing a group of these trees.

H.



[Cut taken from Mitchell's Physical Geography, published by E. H. Butler & Co., Philadelphia.]

OFFICIAL DEPARTMENT.

SALUTATORY.



O the friends of popular schools permit me to say, the chances of politics have made me your Superintendent. Honors have been placed upon my head to be worn, and burdens upon my heart to be borne. When I survey the extensive field before me, the six hundred thousand children to be educated, eight millions of money to be watched with such vigilance that not a penny may be lost, ten thousand Teachers, ninety-two Examiners, same number of county Auditors, and fifteen hundred School Trustees with whom to advise, ninety-two counties to be visited, lectures numberless to be delivered, perplexing legal questions to be decided, I am made to exclaim in the language of an Apostle upon whom greater burdens were placed, "Who is sufficient for these things?"

But the unction of the oath is upon me. I must and will, by your aid, perform my duty to the best of my ability. I can do no more. I have been long identified with you in the work of education. The cause of free schools has grown with my growth and strengthened with my strength. It blessed me in my youth, and in my poverty. It is blessing my children more literally now. I owe it both gratitude and labor, and I pledge myself to you that I will leave no stone unturned to promote its growth.

But I cannot tread the wine press alone. I ask the aid especially of all school officers. Each of you has a specific work to do which you alone can perform. The County Commissioners stand guard around the children's money. They are indorsers to the State for the payment of every cent, principal and interest. The Auditors and Treasurers are the State's agents to loan, collect and disburse the same to the Trustees, who employ the teachers; while the County Examiners, standing between those who aspire to be teachers and their responsible trusts, see that none pass but those who are duly and truly prepared, worthy and well qualified.

But upon the teachers themselves more than any other class depends the success of these schools. Like teachers, like schools is as true as "like priest, like people." Just here the Normal School steps in to our aid by training teachers for their profession. Teaching is fast being recognized as a profession. It has long been struggling for the position. Success must soon crown our efforts.

That there are defects in our school system all must admit. That they can be remedied I do not doubt. Important emendations and changes, suggested by the experience of my worthy and efficient predecessor, were brought to the attention of the last legislature, and would, I doubt not,

have received their approval. But, alas, even the children's interest had to be sacrificed to the Moloch of party! Shall we falter? Shall we be discouraged? No, God forbid. Let us be up and doing. Let us not weary in well doing, for in due season we shall reap if we faint not. We have the sympathies of all legislators of broad views, of all good men and good women, and the blessing of a kind Providence will be with us. Let every school officer take fresh courage. Talk among the people the proposed changes. Let the teachers and trustees discuss them in their township associations. Let the County Institutes discuss them. Let the State Teachers' Association re-discuss them and recommend them to the next legislature. In short, keep the country in agitation. Send up resolutions, send up petitions to that body till, if for no other reason, they will hear you lest you weary them by your continual coming. We must advance; we cannot afford either to retrograde or stand still. Let the watch cry be, and pass it round, *up to the limit of the law*. Save all the money we have, get all we can, labor and pray for more. The people will give us money. They are beginning to find that it is cheaper to educate a boy than to support a man in the poor-house, to pay out a few pennies to prevent crime than many pounds to support an aged criminal.

Our war is against ignorance and wickedness. Let all classes of school officials gird on the whole armor. Already we have accomplished much. Forty-two years ago, an orphan boy of eight years, I placed my foot on Indiana soil. A very few plain log school-houses were then to be found in her deep, dense forests, almost none in her prairies. I have beheld with delight those forests fall with the advancing energies of her sons, her wet lands drained of their surplus waters, her rich soils turned over to the influence of the sun and rains, her cities spring up from the dark wilderness as by magic. But above all I have seen her rising and towering free-school system with most profound gratitude to the dead who laid the chief corner stone thereof in the consecration of every sixteenth section to free-school purposes. The sons and daughters of Indiana may take their shoes from their feet and stand upon this section with reverence for the memories of their fathers, for the ground is holy.

Every one feels that our educational system, good as it is, does not come up to the popular demand. Climate decides the length of the school year. Our climate says begin the schools the first of September and close about the middle of June. This, with some two or three short vacations, makes about nine months of actual work in the schools.

The effect of this is to give employment to teachers throughout the year, who can then afford to bestow on the business their undivided attention, time, and talents. This, again, results in greater efficiency on the part of teachers, since experience only makes us wise.

The State cannot suffer any of her children to be ignorant. If, as Solomon says, "a foolish son is the heaviness of his mother," with what oppressive weight must that adult population of sixty thousand, who can neither read nor write, lie upon the tender heart of their Indiana Mother. The report of my predecessor, which says only about one-third of our entire

school population attend regularly during the school sessions, does not indicate a very bright prospect for much change. Something must be done to remedy this existing evil. All the State's children (except those prevented by feebleness of body or mind) must be educated. If it is not done, the responsibility rests somewhere and with some body. That responsibility must be searched out, and the evil remedied.

Wishing you all health, peace, and success in your educational labor, I take my leave of you till the next moon.

M. B. HOPKINS.

EDITORIAL—MISCELLANY.



are truly grateful for the liberal subscriptions to the JOURNAL within the last month; also for encouraging words through public and private sources. Says the *Laporte Herald*:

"The *Indiana School Journal* for April is at hand. It is improving both in matter and manner. May it still continue in that track."

TEACHERS and other friends of education will bear in mind that a re-appointment of Examiners is to be made at the June session of the Commissioners' Court. It is trite to say these should be good men, the very best available in the respective counties. All know this who know anything of the Examiner's duties, and of his potential influence on the schools of his county.

We have some most excellent Examiners in the State, but we have some of another class. Let the friends of education look vigilantly and earnestly after the matter. As a rule, practical teachers should be examiners. This cannot in all cases be effected, but when possible, let it be done, and when not, then secure some man who has a heart in the work, not a man who takes the office merely as a means of extending his acquaintance throughout the county, thus subordinating the work of education to his own professional or personal interest.

Let us have *honest, earnest, capable* men.

THOMAS H. BURROWS, LL. D.—Thomas H. Burrows, one of the leading educators of Pennsylvania, deceased on the 25th of February, in the 66th year of his age. Mr. Burrows was a lawyer by profession, but being appointed Secretary of State in his 30th year (1835,) he was unexpectedly drawn into the public school work. The duties of Superintendent of Public Instruction were attached to the Secretary's office. He soon discovered it to be an important and an immense work. He bent his energies to it, and evolved the admirable school system of Pennsylvania, which is substantially the system of to-day in that State.

At the end of three years there was a change in politics and he went out

of office. In 1852, he established the *Pennsylvania School Journal*, which he edited continuously until a short time before his death.

In 1860, he was re-appointed State Superintendent of Public Instruction, serving till '65, when he was appointed Superintendent of the education of Soldiers' Orphans. In 1869 he was elected President of the State Agricultural College.

In every field in which he labored, he made his impress. He was a man who could truly be said to have "made his mark." Says a contemporary, he was the Nestor in the educational councils of Pennsylvania. He was honored in his life and deeply mourned in his death.

The teachers of Pittsburgh and the Town Board of Allegheny have passed resolutions in favor of the erection of a monument of honor to his name and works. Let it be done. "Honor to whom honor is due."

PHONICS IN SPELLING AND READING.—If teachers of spelling and reading would give more prominence to the phonic element in their work, they would increase interest and attainment. To do this effectually, it should be introduced in the study of the alphabet. The first step in this work is to show the difference between the *name* and the *sound* of a letter. This distinction, as a general principle, may be made by an illustration. Let the teacher hold the bell up before her class, and then ask what they see, when the uniform answer will be, bell. Then let her tap it, and the answer will vary, some saying bell as before, but some saying *sound* of the bell. To bring them to the proper point of consideration, let her ask them to *look* and tell her what they *see*; they say bell; then listen and tell her what they *hear*, when the answer will be, sound of the bell. She should then call their attention to the fact, that the eye takes note of the form, and the ear of the sound. This done, the way is open for work with letters. Let the letter be put on the board, its form examined, and its name repeated and learned, and immediately and in connection with the same, its sound given by teacher and repeated by class until learned. Here let the distinction be clearly made between name and sound. To illustrate, take *a*, in *hat*. The name of *a* in this word, when it strikes the ear, is the same as the sound of *a* in *hate*, but the sound is very different, being the slender or light sound. The same should be shown with *e* in *met*; with *o* in *not*, and thus on through the alphabet. This, if properly presented, will increase the interest of the pupil, and as a consequence his attainments. It will also remove seeming absurdities.

Let us note some of these seeming absurdities. The child learns *a* by name, which gives him the long sound as in *hate*. He then passes on to *ba*, *fa*, *ma*, *sa*, &c., constantly hearing the same. After ten, fifteen, maybe twenty or thirty days drilling on this long sound of *a* as heard in the above, he passes to *bat*. Before, he said *ba*, now he says *bat*, giving the same sound as above, and as a matter of course he does the same here, and gets *bat*, i. e. *bat(e)*. The teacher, however, says no, that is *bat*, but adds not a word of explanation. The child is puzzled, confused, but as all chil-

dren must, it accepts the *dictum* of the teacher, and so, after a few erroneous efforts, it says bat.

Now, to make this transition rational, the teacher should take up the second sound of *a* and drill on it, showing the difference between it and the long, or name and sound. Added to this, the notation should receive special attention. It is immaterial what this notation is, whether figures, lines, or dots. Like letters themselves, they are perfectly arbitrary; but when adopted or agreed upon in any given school, they should be uniform. These, when given their proper significance, introduce the phonotypic element. This element, when introduced in its full extent, will make spelling an easy and rational exercise.

In next issue we will point out some of the advantages arising from this phonotypic element.

UNBURIED DEAD.

In a figure, the Savior says, let the dead bury their dead. Among the ancients, especially the Greeks and Romans, criminals were frequently denied the right of burial. In both these cases there were dead who were not buried.

In these days, whether we speak by figure or fact, there are those who seem-dead and yet are not buried. We will give some of their characteristics and leave the reader to judge whether they are *dead* or whether they deserve to be reckoned among the living. Going into small towns and villages (and here they are the most numerous in proportion to population), they are found, in pleasant weather, sitting like mummies, slightly bent forward, on store boxes, on steps of doors, in front of taverns (not hotels), leaning against a wall, or the awning-post in front of saloons. If there is a railroad, and consequently a depot, in the place, they are as thick here as flies about a piece of fresh meat in summer. These are some of the places where they are found. This may be called the topography of the unburied dead, the characteristic of location.

There is also a characteristic of movement. Like corpses in general, they are usually still. Being constitutionally tired, *i. e.*, born tired, they are exerting themselves to get rested. Hence they move but little; like other corpses, only when galvanized into action. Occasionally the galvanic currents touch them, and they move. When a fly lights on the nose, sometimes the hand goes up, or the head shakes—or, if the corpse is very torpid, an expulsion of the breath is sent nasal-ward to dislodge the intruder, the whole body remaining delightfully tranquil and motionless.

If a couple of dogs, or a couple or half dozen men begin a fight, there is movement. The galvanic currents seem specially potential. The corpses in mass move to the scene of action. They are sympathetically affected by fights. If a show comes they move; if a horse runs away and throws a lady from the buggy, crippling her, or rendering her senseless and helpless, they move again, but seldom with the intention of relief. They have a

constitutional aversion to interference with the work of death, instinctively desiring that all should be like themselves, *quasi defuncti*.

Again—they have specific characteristics of dress and appearance. Their dress seems as if infected with a disease, not the leprosy, perhaps, but a kind of *dry rot*. The web and the woof of their garments seem prone to part at various points, especially at the elbows and knees. Their boots partake of the same tendency. Their hats show a tendency to irregularity, sometimes to pointedness and collapse, as if passed under the cylinder of a printing press, or under the wheel of a locomotive. The proper characteristic in the garb of corpses is always wanting, namely, whiteness and cleanliness.

In *personnel*, they are quite as marked as in dress. Their mouths incline to openness—sometimes in rest, sometimes in motion. When in motion the teeth are compressing a modicum of the elixir of life, colloquially called a "*quid*." From this elixir issues a yellow-hued liquor, coloring the lips and the corners of the mouth, and sometimes, like the holy oil on Aaron's head, running down and coloring the beard.

The face is very significant, not so much for what is expressed as for what is not expressed. It shows that no divine artist of thought and feeling has been plying his chisel, carving the attributes of a noble soul. There is no strong line of high resolve; no sweet lines of pure love; no soft lines of pity; no broad lines of manly courage; no, none of these: but in their stead, there are in some of the stronger characters, the lines of bad and base passions uncontrolled. Sometimes these lines are rigid, like the lines about the mouth of an extinct volcano, showing that the fires have long since gone out; only the ashes of a burnt out passion remain. Of the weaker characters, the expression is blank, each feature alike revealing nothing. Whether you look at eye, mouth, cheek, or forehead, with one voice they say—*nothing here*. 'Tis like looking at the back of your hand, or a piece of beefsteak, or a side of sole leather. At every point, and from every angle of vision, the expression is the same—nothing.

Still another characteristic is opposition to all progress. Being dead themselves, they desire all the world to be the same, or, at least, to seem so. They want no change, hence no progress. In the expressive language of another, they throw themselves in front of the car of progress, resolved to stop it, or perish in the attempt. Whether you propose to build a school-house, church, or bridge, the cry is, *taxes! taxes!!* Though you propose to educate their children free, to furnish them a free church (they not being taxed because they have nothing to tax), still the cry is *taxes, taxes*.

Now, if such men be not dead to all the interests of society, and hence worthy of sepulture, we know not what condition they are in. If not dead and deserving burial, let their friends withdraw them to a quiet spot and drop the curtain of the couch about them, that the din of the world may not disturb their sweet slumbers until they glide into that sounder sleep from which there is no waking in this life.

Now, in conclusion, it seems our unpleasant duty to say that some teachers are occasionally affected by the malaria arising from this group of corpses. They stand on the outer ring, but the poison affects them. The symptoms are unmistakable, some of which are these:

1. A chronic complaint of low wages and hard times.
2. Inability to attend Teachers' Institutes and Associations; too much hurried, (going fishing, or hunting, or to visit a relative.)
3. Never any money to buy a book on professional culture, and if bought no possible time to read it.
4. No money to take an Educational Journal; (2,) no time to read it; (3,) know all that is in it.
5. Always the victim of the Examiner's prejudice; he won't advance the grade or time of their license, no matter what their learning or experience.
6. Not appreciated by stupid Trustees—their wages remain as they were ten years ago.

Surely of all such, we may say if not *buried*, they might be, and the world be none the loser, save in the reduction of the census tables.

Let the dead do their duty, and "bury their dead."

PROCEEDINGS OF THE NATIONAL EDUCATIONAL CONVENTION.—After much unavoidable delay, the Publishing Committee of the National Educational Convention have made preparation for the publication of the proceedings of the meeting held in Cleveland, in August last. The volume will contain the larger part of the papers presented before the convention, and full stenographic reports of the discussions following the same. Among the papers are the addresses of Presidents John Ogden, of the Normal Association, and D. B. Hagar, of the Teachers' Association; report of Dr. J. W. Hoyt, Chairman of Committee on National University; report of Prof. W. F. Phelps, of State Normal School, Winona, Minn., on *Course of Study for Normal Schools*; paper of Eben Tourjee, Mus. Doc., of the New England Conservatory of Music, entitled *A Plea for Vocal Music in Public Schools*; paper of Superintendent E. A. Sheldon, of Oswego, on *Primary Instruction*; paper of Miss Delia A. Lathrop, Principal of Cincinnati Normal School, on *The Place and Value of Object Lessons*; paper of Superintendent W. T. Harris, of St. Louis, on *Text Books*; and of Prof. J. H. Blodgett, of Rockford, Ill., on *Grammar in Common Schools*. The full reports of the discussions following these papers will give to this volume a value not possessed by any previous reports of the Association, or indeed by any other volume of the kind hitherto published in this country.

The report will also contain the addresses of Hon. F. A. Sawyer, U. S. Senator from South Carolina, on *Free Common Schools—What they can do for a State*; of Gen. Eaton, National Commissioner of Education, on *The Relation of the National Government to Public Education*; and of Superintendent J. L. Pickard, of Chicago, on *Physical Culture*.

It is expected that the volume will be ready for distribution to members soon. Those not members of the Convention can be supplied with copies

at \$1.00 each, by forwarding their address and money to S. H. White, Chairman of Committee on Publication, Peoria, Illinois.

For the Committee, S. H. WHITE, Chairman.

SCHOOL REPORT FOR MARCH.

Town or City.	No. Enrolled.	Average Belonging.	Average Attendance.	Per cent. of Attend'ce.	Cases of Tardiness.	No. Not Tardy.	No. Not Absent.	Name of Superintendent.
Attica.....	457	437	96.	23	478	235	J. W. Caldwell.	
Franklin.....	606	535	515	96.26	22	513	327	H. H. Boyce.
Lawrenceburgh.....	607	588	96.8	94	511	289	H. Butler.	
Bloomington....	502	375	334	89.	.....	.....	.....	G. W. Lee.

These reports are not all straight-grained; some reporting items omitted in others, and *vice versa*. We hope Superintendents will adopt a uniform system and forward by 10th inst., and we shall be happy to publish.

For year ending March 10, Indianapolis School Board reports: Special revenue received, \$78,169.53; expended, \$85,040.30; cost of new house, \$38,955.82; tuition revenue received, \$57,675; expended, \$57,970.

Terre Haute Board: Special revenue received, \$28,639; expended, \$33,358. They speak in high terms of management of the schools. Here are their words as published:

"The schools were never in a more prosperous condition than they are to-day. Too much praise cannot be bestowed upon Prof. W. H. Wiley, our efficient Superintendent, for the able and satisfactory manner in which he has managed the schools, and the able and efficient corps of teachers who have aided in all his efforts to advance the interest and prosperity of our public schools."

GENERAL SCHRUBER, Inspector of the Military Academy, at West Point, lays some solemn charges to the colleges and more elementary schools. Thus he speaks in his Report:

"The results of the late examination have, with greater force than ever before, directed the attention of the Academic authorities to the utterly superficial system of education seemingly prevalent throughout the country. It is no longer unusual or surprising to find candidates rejected at West Point for deficiency in the primary branches of a common school education, possessed of diplomas from reputable seats of learning, attesting their proficiency in many kinds of knowledge. Though the requirements for admission are certainly not beyond the capacity of an ordinary pupil of the common schools old enough to receive a cadet appointment, it is doubtful

whether a tithe of the vacancies at the Academy could be filled without the one year's preparation for examination provided by law."

The colleges are finding much of the same as students come from the elementary schools for admission. This matter deserves attention.

THE leading School Book Publishers of the United States held their second annual meeting in New York a few weeks ago. Their proceedings have not yet been published, but we understand that they so modified the regulations under which they have been working for the past year that in addition to the eight local agencies now allowed each House it will be permitted to keep ten traveling agents in the field. We hope that they also modified some of the unreasonably strict regulations concerning local agents. If the agent is an unmarried man, and his "lady friend" happens to be a teacher, he ought to be allowed to call upon her without "violating the rule" and incurring the censure of his brother agents.

FROM Superintendent Ruble, we learn that cards are suspended on the walls of the Milton school house containing these words: "The defacing of these walls, the use of tobacco, and profane language on the school grounds, positively forbidden.

Monthly entertainments are given for the purpose of raising funds to purchase window curtains, door mats, and trees to plant in the yard. Well done.

THE State Board of Education will hold a meeting, on the second of May, for the purpose of filling vacancies in Board of Trustees of State University, and for the consideration of other matters pertaining to education.

ANY of our subscribers desiring positions can have such fact stated in Journal once without charge. Trustees wishing teachers have like privilege. Those wishing announcements, please send.

AT a recent Temperance meeting at Indianapolis, it was resolved that the principles of temperance should be taught in the Public Schools.

WE learn from Superintendent Olcott, of Versailles, that monthly Township Institutes are being held in several townships in his county.

THE Hamilton County Register devotes liberal space to education. Noblesville, the county seat, is building a fine house.

ALL the teachers of both Greencastle and Franklin take the JOURNAL. Many thanks. This is a good sign.

IT is said that on the School Board of Elkhart, recently appointed, there are two *liquorites*, one a tippler, one a drunkard. If true, 'tis sad.

THE Law Department of the State University graduated 32 members on the 28th of March.

PROF. D. D. LUKS keeps up a good educational column in the Goshen Times.

THE following are some of the statistics of New York city, claimed as coming from the late census: 7,000 liquor saloons; 35,000 persons employed in the liquor traffic; 400 Protestant ministers; 3,000 teachers; 345,641 persons live in cellars or tenement houses. This is a dark spot on the fair escutcheon of our civilization.

THE North British Review ceased its existence with the January issue. It had reached its 106th number. This was a stalwart journal among the Quarterlies. It had attained an age of nearly a quarter of a century. Died in the prime of manhood by will of its managers.

FACTS ABOUT SAN DOMINGO.—Fruits are abundant and luscious; oranges, lemons, figs, pine apples, &c. Three crops of corn per year; timber large and abundant; temperature ranges from 70° to 80° in certain portions of the island, seldom reaching 90°; both men and women chew tobacco.

MUNIFICENT BEQUEST.—San Francisco, March 8:—A deed founding Mt. Eagle University, giving in trust nearly \$2,000,000 in real estate, has been recorded by Homer Hamea. It gives the most minute directions for the government of the University, and requires others to raise \$100,000 in fifteen years, \$500,000 in fifty years, \$4,000,000 in one hundred years. On failing in any point the endowment lapses.

INDUSTRIAL UNIVERSITY.—At the Annual Meeting of the Wool Manufacturers' Association for the Northwest, held in Chicago, February 8th, the following resolution was passed:

Resolved, That we believe the time has fully come for the establishment in the West of one or more great schools or universities of technical education in industry and art, which shall include not only chemistry as applied to textile fabrics, to mines and metallurgy, but all other special branches needed; and we earnestly ask the early attention and action of the Legislatures of Illinois and other Western States to the ample endowment of such an institution, either by itself or as a department of their industrial or agricultural colleges or State universities; and we also ask the attention of men of wealth and broad views to the use of their means to aid in so useful an endowment.

THERE are about eighty pupils in attendance at the State Normal School at this time. This is almost three times the number in attendance last term.

THE "State Normal School" at Kokomo has lately been transformed into "Howard College." We approve of the change of name, as "State Normal School" was evidently a misnomer. We are glad to know that

the institution is growing so rapidly that it will not long "rattle" in its present name. It is under the care of Prof. J. C. Hopkins, the son of Hon. Milton B. Hopkins, our present State Superintendent of Public Instruction.

THE NORTHWESTERN FARMER, formerly edited by Dr. T. A. Bland, has lately passed into the hands of D. E. Caldwell and J. G. Kingsbury, who will hereafter edit and publish it. These men are both well qualified for the work they have undertaken, and will make their paper worthy the patronage of every farmer in the State.

W. P. ROGERS, who has represented Harper Brothers at this place for some years past, has lately been transferred to New York City. He goes to take a position in the home office of the same house. Mr. Rogers is an active, energetic agent, and did good work for his employers while here. May he find his new position a pleasant one.

PROF. J. M. OLCOTT, formerly Superintendent of the Terre Haute schools, and since Superintendent of the schools of Jacksonville, Ill., has lately taken a Book Agency for Harper & Brothers, and will make his headquarters at Indianapolis. His office is with Bowen, Stewart & Co., where he will be glad to meet his friends at any time. Mr. Olcott is a live and earnest man, and will make a good agent. He needs no introduction at our hand.

THE corps of instructors has lately been increased at the State Normal School by the addition of Mr. Lewis H. Jones, (no relation of the President.) Mr. J. is a Normal graduate, has had experience in teaching, is fresh from the Scientific department of Harvard under Agassiz, and is reported "a good teacher." He is a native Hoosier. We bid him welcome to the educational field.

METEOROLOGICAL OBSERVATIONS FOR MARCH, 1871.

MADE AT THE STATE UNIVERSITY.

Temperature,	{ Highest, (Sunday, 19th.)	72°
	{ Lowest, (Saturday, 4th.)	24.5°
	{ Mean for the month	47.2°
Barometer,	{ Highest, (Friday, 24th.)	29.485 in.
	{ Lowest, (Wednesday 8th.)	28.745 in.
Rain,	{ Amount in inches	3.62 in.
	{ Number of days in which rain fell	14
Cloudiness,	{ Number of days clear, (sun not obscured,)	12
	{ Number of days total cloudiness (sun not visible,)	13
	{ Mean for month, (proportion of sky covered)	6.18
Humidity,	{ 1 denotes entire saturation of the air,) .....	.66
Prevailing Winds		South.

M.

Q U E R I E S .

In February No. it was asked—"How many distinct sounds are there in the English alphabet, and how many has each vowel?" In answer, I present the following, compiled from *Russell's Vocal Culture*:

Russell, in his *Vocal Culture*, gives the two following lists:

THE FIRST—CLASSIFIED BY THE EAR AS SOUNDS.

I. Tonic, or Vocal and Diphthongal Elements.

Simple—having one unchanging sound—1, a-ll; 2, a-rm; 3, a-n; 4, e-ve; 5, oo-ze, (long); 1-ook, (short); 6, e-rr; 7, e-nd; 8, i-n; 9, ai-r; 10, u-p; 11, o-r; 12, o-n.

Compound—beginning with one sound and ending with another—13, a-le; 14, i-ce; 15, o-ld; 16, ou-r; 17, oi-l; 18, u-se, (verb, long); u-se, (noun,

II. Sub-tonic, Sub-vocal, or Semi-vowel Sounds.

Simple—1, L-u-ll; 2, m-ai-m; 3, n-u-n; 4, L-ap, (hard, but not rolled); 5, fa-r, (soft, but not silent); 6, si-ng; 7, b-a-be; 8, d-i-d; 9, g-a-g; 10, v-al-ve; 11, s-one; 12, a-s-ure; 13, y-e; 14, w-oe; 15, th-en.

Compound—16, j-oy.

III. Atonic, Aspirate, or Mute Elements.

Simple—1, p-i; 2, t-en; 3, c-a-ke; 4, f-i; 5, c-ca-se; 6, h-e; 7, th-in; 8, pin-ch.

Compound—9, ch-ur-ch.

THE SECOND—CLASSIFIED ACCORDING TO THE ACTION OF THE ORGANS OF SPEECH, IN ARTICULATION.

I. Oral and Laryngeal Sounds.

1, a-ll; 2, e-rm; 3, a-n; 4, e-ve; 5, oo-ze, l-o-k; 6, e-rr; 7, e-nd; 8, i-n; 9, ai-r; 10, u-p; 11, o-r; 12, o-n; 13, a-le; 14, i-ce; 15, o-ld; 16, ou-r; 17, oi-l; 18, u-se, (verb, long); u-se, (noun, short).

II. Labial, or Lip Sounds.

1, b-a-be; 2, p-i-pe; 3, m-ai-m; 4, w-oe; 5, v-al-ve; 6, f-i-fe.

III. Palatic, or Palate Sounds.

1, c-a-ke; 2, g-a-g; 3, y-e.

IV. Aspirate or Breathing Sound.

1, h-e.

V. Nasal, or Nostril Sounds.

1, n-u-n; 2, si-ng; 3, i-n-k.

VI. Lingual, or Tongue Sounds.

1, L-u-ll; 2, r-ap; 3, fa-r.

Other authorities might be given, but the foregoing is deemed sufficient. It may be added that to no author have recent elocutionists paid so much deference as to Dr. Rush. It may be, however, that his classification is not perfect, and, in the future, it may be modified.

In next issue will appear answers to the questions on Long Divisions. Teachers, send your questions and answers.—Ed.

A B R O A D .

Mrs. WRIGHT, of Leavenworth, Kansas, has been appointed Assistant Superintendent of Public Instruction.

THE city of Lynn, Mass., has elected three women, Worcester, one, and Springfield, one, to serve on their school committees.

THE California teachers have issued a neat seventy-eight-paged pamphlet containing the proceedings of the last session of their State Institute.

HON. IRA DUVOILL has been elected Superintendent of Public Instruction in Missouri. Mr. Duvoll was for some years Superintendent of the St. Louis schools; hence, brings to his work a ripe experience as an educator.

THE next session of the National Teachers Association will be held in St. Louis, on the 22d, 23d and 24th of August, next. It is hoped and believed this will be one of the largest and most interesting meetings held for years.

BOOK TABLE.

A SHORTER COURSE IN ENGLISH GRAMMAR, by Simon Kerl, A. M. New York: Ivison, Blakeman, Taylor & Co. M. R. Barnard agent at Indianapolis.

It is seldom that authors receive their just due. When such is the case the author of this Grammar will be credited with having done more than any other grammarian to maintain the purity of the English language. The reason for this is found in his wide, clear, thorough knowledge of the subject, coming from many years of patient research and an unbounded love for the study. Mr. Kerl has shown in all his works that zeal and spirit, added to toil, which marks the master in any profession. The life, the freshness, the force thrown into his pages come evidently from an intelligent enthusiast. It is plain that the writer is an ardent lover of the language for which he has done so much. From first to last one feels that glow of warmth and brightness that come only from the workman whose heart is in his task.

No other grammarian has so well succeeded in taking the student far beyond the dull rules and stupid definitions to the living language itself. Here we are made to feel that it is not grammar for its own sake, but grammar for the sake of an able use of our mother tongue, for the sake of *language* clear, strong, pure, perfect. The student is made to feel that language is more than grammar. The old ideas about "dry study" gives way to new ones of pleasure and delight. And here is the grand point gained, the absolutely necessary result reached, viz., "a love for the study." The author in any branch of learning who inspires this

feeling in the learner deserves all thanks. Mr. Kerl has so far succeeded beyond comparison in brushing off the old dry dust from our grammar lessons, and has added to them a wealth of freshness and beauty. This peculiar charm comes from our author's controlling principle in the study of language, viz., that thought is the soul of expression—that words are but the servant of thought—that as the spirit is above and more than the body so is thought more than its expression. Heretofore, too, much time has been given to words for their own sake—they have not been held in obedience to their master—thought.

Among the points of excellence that characterize the book before us, we enumerate:—

First. It is not weighed down with useless and unnecessary matter. While it contains everything that is required for a comprehensive, practical knowledge, the author has used that nice, wise discrimination that excludes all that would tend to burden the mind and detract from the interest of the study. A book, in this day of books, should be judged as much by what it omits as by what it contains. This work is especially adapted to all classes below an ordinary High School, and might be used there to advantage. It is our ideal of the book that should follow an oral course in language. In fact, the author's method of pursuing this study is first to lead pupils into a knowledge of the fundamental facts of their language by oral lessons. This fits them for the text-book. In omitting the unnecessary it presents more of the really practical—gives the student just such drill as enables him to go into life prepared to understand and be understood.

Second. It teaches simultaneously synthesis and analysis, requiring the pupil as well to *do* as to learn *how to do*, the art of construction as well as the theory of language. Right here is the secret to a ready and correct command of words. Practice must follow practice—talking and writing must be *done* in order to be learned.

Third. The definitions are clear and concise; the classification new and original; all things relating to the same subject brought together. In its method, clearness, brevity and completeness; in its harmony with the present style of composition; in its adaptation to the wants of scholars; in its convenience as a reference and text-book; in its practical utility we recognize in this book the work that our best teachers have long desired. The character and popularity of the author will secure a general examination of the pages of this book, and we are confident that others, as we have done, will find it full of merit—a live book of a living language. *

GREENLEAF'S NEW PRACTICAL ARITHMETIC. Boston: Robert S. Davis & Co.

Benjamin Greenleaf has been known to teachers for a number of years through his Arithmetic. Perhaps no one author has done more in the last quarter of a century to lift the teaching of arithmetic out of the ruts than has the author of the Greenleaf series. The book before us is prepared to follow in harmony with all the previous works of this series. In careful and distinct arrangement of the subjects; in a wise, practical selection of

examples; in clear, comprehensive definitions; in short, logical analysis, this arithmetic is rarely, if at all, excelled. The author has made a sensible discrimination in the selection of matter, receiving nothing that would only add confusion and useless weight to the mind.

The publishers have done their part of the work well. It is really a pleasure to open the pages of such a book—printed on fine, clean paper, in bold, clear type. It is our opinion that there are few, very few, better books than this, and many much less adapted to the general want of teachers and scholars.

JEROME ALLEN AND GRACE R. KING have issued three beautiful small books on Primary Drawing. These are truly attractive books, and so clear and happily graded that we believe any intelligent teacher can do fair work with them, though the teacher may never have had instruction in drawing. Clark & Hayward are the publishers, New York.

THE first No. of a "Health and Home Monthly Magazine," by the DePuy Brothers, New York, is before us. This number shows decided ability, and gives promise for the future. We wish this journal the widest circulation, for it is obvious that the American public needs light on both of these subjects.

HAND-BOOK OF PENMANSHIP, by M. M. Thompson & Bowlers. Cincinnati: Wilson, Hinkle & Co. Daniel Hough & Cyrus Smith, Agents at Indianapolis.

This is a little book of some 100 pages, prepared to accompany the Eclectic Series of Copy-Books, prepared and published by the same parties, but could be used to advantage with any system of writing.

It will be found of great use to all classes of teachers, and especially to those who have had but little experience in teaching penmanship. It takes up all the points connected with a writing exercise and explains minutely just what to do and how to do it. It also gives a careful analysis of all the letters. Such books do not need to be recommended to teachers who desire to teach every subject in the best possible way.

OUR GIRLS, by Dio Lewis. New York: Harper Brothers.

"Our Girls" is a beautifully bound little volume, just out, and is filled with plain talks on some very common, yet very important subjects in which girls are vitally interested. It would be a great blessing if every girl in the land could read it. While it is written especially for the girls, no one can read it without profit. The style is lively, and the book merits the great run it is having.

Some of the author's views are, perhaps, a little radical, and some of his philosophy on a few minor points in a degree defective. We could hardly agree with Mr. Lewis in his attempt to account for the small size of women.

The book on the whole is a good one, and we heartily recommend it to "our girls."

ORAL METHOD WITH GERMAN, by Jean Gustave Keetels. New York, Leypoldt, Holt & Williams, 1871.

This book is intended to teach how to *speak* German, and in this view it is superior to the same class of works, as Ahn, Ollendorf, Woodbury. A student by going over this book with a good teacher, will learn how to *speak*; but insight into the structure of the language, however, would not be acquired by this, nor by any book of the same class.

The objects of learning a foreign tongue can be: 1. Improvement of the mind of the learner by means of the comparison constantly and necessarily going on between the two languages; 2. Facility in reading, writing and speaking it. The work combining these objects in the best, most thorough and practical manner, is the best for the student of a foreign tongue.

The book before us decidedly leans to the mechanical school of teaching by imitation. It neglects the truly (*humanistisch*) conscious comparison of the languages as to structure and relationship. In short, the book is written for those who need to acquire the use of German in a comparatively short time, and for this purpose it answers perfectly. *

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SOURCE OF THOUGHT, SENSATION, ETC.

BY PROF. RICHARD OWEN, M. D., STATE UNIVERSITY.



FULLER comprehension, than could otherwise readily be obtained, of the various parts of the nervous system may, perhaps, be gained by considering the whole as somewhat resembling the telegraphic system of a large country having a central office at the capital, and a grand trunk of communication with more distant parts, along which great trunk are smaller telegraph offices, from which inter-communication is kept up with the various distant parts of the country. Those nerves, to be hereafter described, which carry mandates to the muscles and set them in motion, may be compared to the wires carrying messages from headquarters to the more remote regions; while the nerves bringing knowledge of external events by sensation, sight, hearing and the like, are the counterparts of the telegraph wires which bring to the capital knowledge of what transpires in the distant portions of the country. At these offices cognizance is taken of what transpires, and sometimes, when necessary, records are preserved: so, too, at the central brain or headquarters, as well as at the small brains or ganglia, impres-

sions, more or less permanent, are preserved when those organs are in a healthy condition ; but sometimes they are lost in sickness, as the records might be destroyed in a badly conducted office. For the better understanding of these functions let us briefly examine

THE ANATOMY OF THE BRAIN, SPINAL CORD AND GREAT SYMPATHETIC NERVE.

The two former are sometimes called the Cerebro-spinal System, and the latter the Ganglionic System. In describing the brain the twelve cranial nerves will be included, and in describing the spinal column its upper part, the medulla oblongata will be examined somewhat in detail, as well as items regarding the 31 pair of spinal nerves, viz: 8 cervical, 12 dorsal, 5 lumbar and 6 sacral. Nearly the whole of the human body is dual, there being on each side of the median line corresponding organs, except in the case of the nutritive organs, as stomach, liver, pancreas, &c. The brain forms no exception to this rule, having its cerebrum, or anterior part, divided right and left into hemispheres, and its cerebellum, or smaller posterior brain, similarly partitioned by a membrane. The medulla oblongata has two anterior pyramidal bodies, two olivary, two restiform and two posterior pyramidal, besides being surmounted by the double pons varolii, by two striated bodies, two crura, two optic thalami and four quadrigeminal bodies, the destruction of which extinguishes sight. The same bilateral and symmetrical structure is seen on dissecting the spinal cord longitudinally, each side having a core of white medullary matter, with some grey near the center; and each side giving off, through openings at most of the vertebral bones an anterior or efferent nerve-root, and a larger posterior or afferent nerve root, with a ganglion, the two roots coalescing at some distance from the backbone.

The twelve cranial nerves emanate from ganglia within the cranium, or from the medulla oblongata, and go to the eye, ear, nose and mouth, forming the optic, auditory, olfactory and gustatory nerves. The brain and ganglia are found to consist chiefly of nucleated cells, containing, besides a pulpy substance a roundish nucleus, enclosing a nucleolus. The ultimate nerve filaments or white tubular fibres, consist of an outer medullary matter, within which is a grey, ribbon-like thread. There are also grey or gelatinous fibres which are flatter and more minute than the white fibres.

The cerebro-spinal system has four membranes for its protection, the dura mater, pia mater, arachnoid and ependyma. The ganglia are either unipolar, bipolar or multipolar, as they give off one, two or more branches or offsets connecting the cells with each other and with the nerve fibres. A plexus is the interlacing of the nerves, such as occurs in the region of the neck, and is called the cervical plexus, or, in other parts, the brachial, lumbar, sacral plexuses, &c.

PHYSIOLOGY, OR FUNCTIONS OF THE DIFFERENT PARTS.

If the anterior root of a spinal nerve be cut, motion is destroyed but not sensation, proving that these transmit the mandates of the brain to set the muscles, &c., in motion. If the posterior root be cut, sensation is destroyed, but not the power of motion, showing that these convey the information received at the extremities back to the nervous centers.

It is also ascertained that the *anterior* part of the spinal cord and of the various parts composing the medulla oblongata are concerned in transmitting motion messages from the center, while the *posterior* parts bring sensational news to the centers from the periphery. Part of this work, especially between the subordinate centers and the extremities, goes on irrespective of the will; being, however, slightly under its control when specially so desired.

At the great head, primary or ideational centers, amid the convolutions of the brain hemisphere, it is believed that thoughts are formed, resulting measurably from external impressions derived through the secondary or *sensational* centers of the grey matter between the lateral ventricles and the decussation of the pyramids, while the *tertiary* centers, comprising the grey matter of the spinal cord are concerned in reflex action which presides over the involuntary movements of the limbs, &c., exerting a protecting influence over the whole body. The *quarternary*, or organic centers, comprising the grey matter of the sympathetic system, found chiefly in double knotted lines each side of the backbone, are supposed to keep up a warning and harmonious influence through the whole system, besides probably controlling the involuntary functions of digestion, absorption, and assimilation.

HYGIENE OF THE NERVOUS SYSTEM.

The first requisite towards soundness and healthy action of any organ is a supply of *pure* blood for its nutrition and to replace the waste.

The brain requires renovation the same as any other organ; indeed, the nervous system is the most delicate of all, and therefore requires the greatest care for its preservation. Hence, we should supply the stomach with wholesome materials, at proper intervals, and not disturb it by brain work or muscular exercise until digestion is pretty well advanced.

Nothing tight about the neck should impede the return of the blood from the head to be purified in the lungs by fresh oxygen.

The head should not be kept warm by a great mass of hair, or extra covering, night or day; but should be protected from the rays of the sun by a sufficiently high or ventilated hat or other covering. It should, at moderate intervals, receive a thorough washing in cold water, and the scalp be frequently cleansed by the use of a good, stiff hair brush.

A blow, or severe injury, on the left side of the head may produce paralysis or loss of power, perhaps of a whole side, in which case, as the nerves cross near the base of the brain, the right side would be the one affected; *vice versa* if the right side of the head is injured.

A puncture with a sharp instrument, penetrating into the medulla oblongata, produces instant death. In this manner a sharp steel scratch awl, or similar instrument, driven into the hollow between the horns of an ox kills it immediately, and less barbarously than by knocking the animal on the head with an ax until the frontal bone is broken in.

An injury of the backbone may cause a spicule of a vertebral bone to press on the spinal cord and produce more or less permanent disease, such as convulsions; the same may be produced by poisons, or even by undigested food irritating the nerves.

If too much serous fluid goes to the brain, we have hydrocephalus, sometimes considered tubercular meningitis. If too much even of pure blood is sent to the head, apoplexy may ensue; and if by that or other congestion of the brain, permanent lesion takes place, paralysis may ensue, the brain no longer hav-

ing power to transmit its mandates to the extremities. This is temporarily felt when we press, for some time, too hard upon a large nerve, as the sciatic nerve in the back part of the lower limb, or strike the elbow, jarring the ulnar nerve of the upper limb. When we injure the nervous system by bad habits, or when ill health or old age has brought its weakness, we may be unable to control the nerves fully, and then we see the nervous twitchings of the so-called St. Vitus' dance, or the palsied shaking of the head or hand.

To avoid all these evils, let us see that infants are not drugged with injurious narcotics, as Godfrey's cordial; that boys and girls are not over stimulated by too early study, by too soft beds and warm rooms; that they are duly warned against bad habits.

Next, let us carefully train youth so that they acquire self-control, that they neither become unduly enraged, nor give way to any other passion beyond the control of reason; especially that they avoid the use of ardent spirits and even of tobacco, as also the injurious influence of sensational novels.

Let young mothers be warned that violent passion may have such poisonous effects on the lacteal secretion as to cause the death of an infant after a single act of nursing.

Let all be warned that want of occupation, undue stimulants, and overwork, particularly after middle age, especially mental labor, and, lastly, want of sleep, are all sources tending to that most fearful disorder of the nervous system—insanity.

In fine, and somewhat by way of recapitulation, to keep these most delicate organs in good order, let us watch our diet and adopt that system which leaves no pain, headache or undisturbed sleep; let us exercise the muscles daily, keep the skin clean by necessary ablutions and frequent change of clothing, and never suffer our extremities to become cold without immediate efforts to counteract this tendency. Thus much for the body, which sympathises intimately with the mind. And now, to regulate the latter, let us have constant occupation, agreeable if possible, and not pursue it violently immediately after or just before meals. Let our rests occur regularly, whenever fatigue supervenes, and let us remember that sleep is nature's grand restorative.

Above all, let us cultivate a good conscience, by endeavoring to do our duty to God and man, so that the assurance of forgiveness of our sins and the prospect of eternal happiness hereafter

may render our lives comparatively happy under the necessary evils of this world, many of which, however, are the result of our own ignorance or folly. Hence, let us earnestly strive to acquire knowledge and self-control.

THE INVERSION OF DIVISORS.



HIS has been for a long time a topic of very general interest, yet no point in arithmetic is more illy explained. At almost every county institute or township association the inevitable divisor comes up for discussion. I have heard it debated at least a half dozen times, and always with the same unsatisfactory result.

Example:—Divide $\frac{2}{3}$ by $\frac{2}{3}$.

Rule:—"Invert the terms of the divisor and proceed as in fractional multiplication."

Solution:—1 is contained in $\frac{2}{3}$, $\frac{2}{3}$ times;

$\frac{1}{3}$ is contained in $3 \times \frac{2}{3}$ times = $\frac{2}{3}$;

$\frac{2}{3}$ is contained in $\frac{2}{3} \frac{1}{2}$ of $\frac{2}{3}$ times = $\frac{2}{12}$.

"Therefore (!) we *may* invert the divisor and multiply numerators and denominators," &c.

This is the clearest explanation I have found in any standard work (and I have examined many), and the best I ever saw presented in an institute.

But every teacher must have seen how much it lacks of satisfying the inquisitive student's mind.

I think I have found the real reason for inverting the divisor, which I now proceed to give.

1. If we multiply or divide the numerator of a fraction, we affect similarly the value of the fraction. Hence, whatever we do, in such processes, with the numerator we do with the fraction, and *vice versa*.

2. In all fractions, the denominators are divisors. Hence, if the numerator is to be a divisor, it must sustain the relation of denominator.

THEREFORE the "fraction" *must* be inverted, if we would employ it as a divisor.

$$\frac{2}{3} \div \frac{2}{3} = \frac{2}{3} \times \frac{3}{2} = \frac{2}{12}.$$

This thought was suggested to me by one of my students in Milroy. I asked my class to give me a good reason for inverting the divisor. John Latham, a boy sixteen years old, answered: "To express the numerator in the form of a divisor." I do not know where he learned it, nor whether he originated it or not. It may have been extensively used before my day. But, be it old or new, not many of the Indiana teachers have used it, and its presentation may be the means of good.

It is more than two years since I began to employ it, and I have never had cause to complain of its abstrusity. The other method (quoted above) was always difficult to explain. I always had first to explain a complex fraction, and then employ $\frac{\frac{2}{3}}{\frac{4}{5}}$ as the explanation.

Teachers, listen candidly to the suggestions of pupils. "Many a flower," &c., has been suffered to blush unseen" by teachers in refusing the right of judgment to pupils. Give them an opportunity to think, then give them credit for what they accomplish.

WALTER S. SMITH.

ON THE FORMATION OF HABITS, AND THE DEVELOPMENT OF CHARACTER AT SCHOOL.—II.

BY PROF. WM. T. PHELPS.*

BEFORE attempting to suggest particular methods for cultivating good habits at school, it may be well to enumerate briefly, by way of illustration, a few whose acquisition by the young, is an object of primary importance.

Foremost among them, we may name the habit of Promptitude and Regularity in all things. So valuable an element of character is this habit, that it has been declared by high authority to be at the foundation of all other virtues, while its opposite may with equal truth be said to be the parent of innumerable vices. The child who is not carefully and persistently trained to be always at the right place, ready to do the right thing at the right time, must inevitably become the man who is always too late, — too late at church, too late at the public meeting, too late in responding to his business engagements, and too late to command the respect

* President of State Normal School, Minnesota.

and confidence of his fellow men, or the approbation of his Creator. His life is, at its close perhaps, but a summary of unfulfilled promises and mortifying failures.

2. "Order is Heaven's first law," and therefore man's first duty. Confusion and disorder in the management of affairs, ought to be regarded as little less than a crime, since they lead to crime and misery. This habit is rarely acquired spontaneously, or without incentive. There seems to be in many, perhaps most persons, a positive disinclination to an orderly method of doing things. This fact renders it all the more necessary that special efforts should be put forth at school to counteract the evil tendency.

3. Cleanliness, which has been affirmed to be "closely allied to Godliness." How can it be possible for a pure heart and filthy habits to co-exist in the same person? On the other hand, who will deny that neatness of the individual and his surroundings, must, by a law of his nature, tend directly to pure thoughts and a clean heart?

4. Carefulness in all things,—in the use of property, whether belonging to ourselves or to others; in the use of language; in the exercise of our powers of thought and emotion. Its opposite is recklessness, or, to use a milder term, carelessness,—either of which is a positive crime, and in its greater manifestations should be so treated in law and in fact. More property is wantonly destroyed by carelessness, than is saved by prudence. More precious human lives are sacrificed from this cause, than from "malice aforethought."

5. Respect towards equals and superiors. In other words, good manners,—a courteous and kindly bearing in personal and official intercourse with all. So important are good manners, that in many respects they do, in truth, "make the man." Nothing can fully compensate for their absence. They are absolutely indispensable to complete success in life. There is no adequate excuse for a neglect to employ appropriate and efficient means to habituate children and youth at school to the practice of courteous manners.

6. Instant and cheerful obedience to all rightful authority. A disobedient boy is the "logical antecedent" of a lawless man. An undisciplined, disorderly school, is the natural precursor of a law-defying mob. To obey promptly, is the first step in the school of preparation for a position of command, even of self-command. Disobedience and self-government, when applied to the same indi-

vidual, are contradictory terms. Hence the direct foe to a free people, is a system of schools devoid of the wholesome restraints of a well-ordered and effective discipline.

I have presented the foregoing syllabus of good habits which it is possible, by the skillful and direct use of means at school, to instill into the minds, hearts and daily life of our children and youth. This list is far from being exhaustive. It is merely illustrative. Indeed, it may be asserted that it is the chief function of the school, when rightly viewed, so to direct its enginery of motives and methods, as to make of each child a "bundle of good habits,"—physical, mental, social and moral. The teacher who has failed to learn this great lesson, has scarcely entered the vestibule of his high vocation. The course of studies, so called, ought ever to be regarded only as one of the means to this all-embracing and noble end, and not merely as an end unto itself. To supplement the knowing by the doing,—the thought by the action,—the conception by the execution—until good deeds with their antecedent motives, ripen into the golden fruits of permanent habits and a symmetrical character; this, and this alone, best answers the demands of a "complete and generous education."

We are now prepared to present some of the practical measures within the reasonable scope of school appliances, for the formation of some of the habits to which attention is herein directed. The consideration of these methods will form the basis of the next and concluding article of the series.

"SHE died," said Polly, "and was never seen again, for she was buried in the ground where the trees grow." "The cold ground?" said the child, shuddering again. "No; the warm ground," returned Polly, where the ugly little seeds are turned into beautiful flowers, and where good people turn into angels and fly away to heaven."—*Dickens*.


THE USES OF ADVERSITY.—One month in the school of affliction will teach thee far more than the great precepts of Aristotle in seven years; for thou canst never judge rightly of human affairs unless thou hast first felt the blows and found out the deceits of fortune.—*Fuller*.

PROSPERITY is a great teacher; adversity is a greater. Possession pampers the mind; privation trains and strengthens it.—*Hazlitt*.

A NEW MODE OF ILLUSTRATING ELOCUTION.—III

[Entered according to act of Congress, in the year 1871, by Thomas Harrison, in the office of the Librarian of Congress, at Washington.]

BY PROF. T. HARRISON.

N two articles on Elocution, published in the January and March numbers of the JOURNAL, we have presented, in part, a new mode of illustrating the science. The great object at which we have aimed is to make it *practical as an art*. How far we have succeeded, time and experience alone can tell.* We have a few other explanations to make, and then our mode will have been fully developed.

Dr. Rush presents what previous writers on elocution have overlooked, the subject of cadences, or the closing tones of a sentence. He maintains that generally they are 3, 2, 1, of the musical scale, subject, however, to certain modifications. We give the following examples:

3 2 1
Beautiful is the morning light.

Sometimes the skip is used, as in the following:

Bozarris! with the storied brave,
Greece nurtured in her glory's prime,
3 1
Rest thee.

At other times, the slide is used, as in the following:

We tell thy doom without a sigh,

For thou art Freedom's now, and Fame's.

Sometimes the slide is on the last syllable but one, the accent requiring it:

3e1
O that those lips had language.

In all these examples, it will be observed, the cadence of a third is used.

In asking questions, these motions of the voice are reserved thus:

3 4 5
Did you say, that I could go?

*The advantages of a method, similar to the one we are presenting, must certainly be apparent to all. Writers on elocution say a great deal on pitch, time, pauses, etc., all highly important, but generally not made very definite; while here they are given with mathematical certainty. Then, other characters, signs, and terms, are used to express stress, tremor, etc. After the meaning of all these is fully learnt, it is believed a ready application of them can be made with little or no difficulty.

Or, if the emphasis be placed on I, the upward slide will be used:

Did you say, that I could go?^{3e5}

Sometimes at the close of a sentence, the wave is employed. Contrast, irony, scorn, and contempt, are rendered clear by it.

The sun sets in the west, not in the east.^{3e5e3 3e1e3}

He lives in London, not in New York.^{3e5e3 3e1e3}

He is more of a knave, than a fool.^{3e5e3 3e1e3}

The desire of praise produces excellent effects in men of sense.^{5e3e3 3e5e3 3e1e3}

Stress of voice is sometimes made at the beginning of a word, and is called, by Dr. Rush, radical stress; and sometimes at the end, and is called vanishing stress; and sometimes in the middle, and is called median stress. Sometimes the radical and the vanishing stress are both given on one word, and are called compound stress; and sometimes the stress is continued through the whole word, and is called thorough stress. The following characters represent them:

Radical stress.	Vanishing stress.	Median stress.	Compound stress.	Thorough stress.
>	<	◊	><	—

Instead of vanishing stress, some writers use the phrase, final stress.

Different degrees of strength of voice may be indicated by the terms medium, loud, very loud, and soft, very soft. Terms may also be used to indicate a change in the movement, as ordinary, rapid, very rapid, and slow, very slow. Likewise other terms may be introduced, as impassioned, pathetic, solemn, majestic, etc., whose meaning will at once be understood.

In the first article, on page 8, the remark is made, that "every voice probably has its natural key, or fundamental tone; and when a speaker commences on this tone, he will be natural; but if, by bad habit, or embarrassment, or an attempt to imitate others, he takes some other tone, he will be unnatural. This fundamental tone, or 1, will be given by uttering *awe*, without any special effort." When, however, any one speaks in a sarcastic, pitiful, or any other tone than the common, it is probable that he changes the fundamental tone, giving it higher or lower than the sound of *awe*, spoken as above. Thus in the exclamation, "You vile wretch!" uttered with intense scorn, the voice is evidently below

its natural key. And in the sentence, "O Absalom! my son! my son! would to God I had died for thee," when spoken with sorrowful emotion, the voice is above its natural key.

Having, in a former article, described the Orotund Voice, we now proceed to speak of the Guttural and Aspirated, and the Tremor.

The Guttural is produced by contracting the organs above the larynx: the sound then becomes impure. It is used to express contempt, disgust, and irony.

Thou slave! thou wretch! thou coward!

Thou little valiant, great in villainy!

Thou ever strong upon the stronger side.

The Aspirated is produced by the emission of breath so as to make either a whisper, or a sound approaching a whisper. There are different degrees: when perfect, it is simply a whisper. It is used to express surprise, terror, distress, horror, etc.

While thronged the citizens with terror dumb,

Or whispering with white lips, The foe! they come! they come!

Tremor of Voice resembles the trill in vocal music, and may be represented thus, T R..... It is made by a rapid repetition of sounds, with a very short intermission between them, so short as scarcely to be perceptible. When used aright, it has great effect in oratory. It may be used to express joy, rapture, and triumph.

T R.....

O glorious hour! O blest abode!

I shall be near and like my God.

T R.....

Thou glorious mirror, where the Almighty's form

Glasses itself in tempests.

T R.....

Independence now, and independence forever.

It may also be used to represent sorrow, as in the whole of the following verse:

Pity the sorrows of a poor old man,

Whose trembling limbs have borne him to your door;

Whose days are dwindled to the shortest span:

O give relief, and Heaven will bless your store.

It may also be applied to the Guttural, so as to intensify scorn and contempt.

Sometimes in particular passages, it will be necessary to pass into a higher or lower octave. The tones can then be represented as in the writer's numeral system, thus:

Lower octave.	Middle octave.	Upper octave.
		1 2 3 4 5 6 7 8
	1 2 3 4 5 6 7	
1 2 3 4 5 6 7		

We again append to our article some passages from Bronson's Elocution:

.2-3 | 3a5 n 3 | 3 3 | 3 3 3a5 |
 The war, that for a space did *fail*,
 3a5 n 3 3 | 3a5 5 n | 3 2 1 n |
 Now *trebly* thundering, swelled the *gale*,
 n 3a5 n | 8 5 n | 3 2 1 n |
 And Stanley, was the cry:
 .2-3 | 3a5 n 3 | 3 3 3 | 3a5 n
 A light on *Marmion's* visage spread,
 3 | 3a5 n 3 | 3 2 1 n |
 And *fired* his glazing *eye*:
 .2-3 | 3 3 3 n | 3 3 3 | 3 n
 With dying *hand*, above his head,
 3 3 n 3 3 3 3 | 3a5 n
 He shook the *fragment* of his *blade*,
 LOUD
 3 | 3 3 n | 8 5 3 n |
 And Shouted, **VICTORY!**

VERY LOUD
 3a5 .2 | 5 8 n | 8a5 .2 | 8a5 | n 5 8 n | 8a5 | 5 |
 CHARGE! CHESTER! CHARGE! ON, STANLEY, ON!
 MEDIUM
 n 3 3 3 | .3 n 3 | 3 2 1 n |
 Were the last words of Marmion.

WITH DECISION AND ENERGY
 .2-3 | 5a3 3 n 3 | 3a5 n 3 | 5a3 3a1 n 3 | 3 | 3a5 5a5 n 3 |
 My judgment approves this *measure*, and my *whole* heart is
 2 1 n | 3 3 3 3a1 n | 3 3 3 3a1 n 3 | 3 3 3 3 n 3 |
 in it. All that I *have*, all that I *am*, and all that I *hope* in
 5a3 3 n 3 | 3 3 3 3 n 3 | 5a3 n 3 2 1 n | n 3 n 3 |
 this life, I am now ready here to *stake* upon it. And I leave
 INCREASED ENERGY
 3a5 n 3 3 | 5a3 n 3 | 3a1 n 3 | 3a5a3 n | 3a5 n 3 | 5a3 n 3 | 3a5 n 3 |
 off as I began, that sink or swim, live or die, survive or
 SLOW AND WITH LESS ENERGY
 5a3 3a1 n | 3a5a3a5 n | 3 3 3 | 5 3 5a3 1 n | 3 3 3 | 5 3 3 2 1 |
 perish, I am for the *declaration*. It is my *living* sentiment,
 SLOW AND SOLEMN.
 .2 1 n 1 1 1 | n 1 1 n | 1 1 1 1 3 1 3 2 1 | n |
 and by the *blessing* of *God*, it shall be my *dying* sentiment.

VERY LOUD
 Loud T R.....
 T R.....1- 1 1 1 1 :1 3 1
 .5-5 | 5 5 n | 5a5 n | n 5 n | n | n | n |
 INDEPENDENCE Now, and INDEPENDENCE FOREVER!

BALANCED FORCES.

BY A. E. J.



NE of the most wonderful things in all the natural world is the constant destruction and as constant restoration of the equilibrium of forces which are daily calling for readjustment. "All the rivers run into the sea; yet the sea is not full; unto the place from whence the rivers come, thither they return again." Every thunderstorm, each tornado, is a cry for quiescence. The destruction of the equilibrium is unceasing, its restoration always recurring. Where the balance is best maintained there is the most enduring and securest life.

Whatever is true in this regard of the material world is true in a deeper sense of the world of man. All history is but the story of jarring forces adjusting themselves to and balancing each other; the balance being more nearly reached as the progress of a race or nation beyond primitive modes of living is more marked. The best governments of to-day are those in which the different departments of the government are so arranged that they form a balanced whole.

What is true of the nation is also eminently true of the individual. The man is small and one-sided who trains himself only in some one direction, forgetting those qualities which are foils to his specialty. Generosity continually tends to become lavishness, a wise prudence turns to niggardliness, unless these opposite characteristics are so developed as to hold each other in check.

A wise and symmetrical development of all the opposite powers makes the strong thinker and worker, the man who,

"If an unexpected call succeed,
Come when it will, is equal to the need."

What is the real strength of the best and greatest men this world has known, but just this even balance of powers. They have known both how to be abased and how to abound. It was by no conspicuously brilliant single quality that Washington won and held the proud title of Father of his Country, or that the "silent prince" held steadily, through all discouragement, the purpose which, once realized, made his country free from a foreign yoke, and made

"his great example stand
Colossal, seen of every land,
To keep the soldier firm, the Statesman pure."

Such people often do not attract the attention as do those whose characters are unevenly developed, because there is no single marked excellence standing in bold relief, patent to the careless eye of any chance beholder, so that he who runs may read; but we turn to them in seasons of discouragement, in hours of darkness, and we feel the power which we do not see. We often measure its greatness by the void left when it is gone. No one would like to live with the irresolute, unready Hamlet whom all men may admire to study, who is the central figure of the play that bears his name, but whose meteor light is overshadowed by the steady radiance of the strong, quiet, balanced Horatio, whom we would take to our hearts to be trusted in any emergency.

Now, what is the secret of the development of a harmonious, a balanced intellect and character? He who could answer this question rightly would have told the one thing which all educators since the beginning of teaching have been striving to determine. Even one who points out any defect in the systems of education is helping toward this end. Now and then some earnest soul has caught a glimpse of some one of the principles upon which all true training must be based, and has wrought out a plan to embody this principle, and a new force has been introduced into systems of training whose echo lives even in those places from which its soul has died out. Nay, by that strange tendency of our nature to the destruction of symmetry, the new workers who follow the discoverers so work out the details of his plan, that they hide the principle itself by the very finish and elaboration.


Thus the classification and course of study in our schools are often so minutely wrought out that nothing is left to the wit or judgment of the teacher, and it requires a martinet rather than a thinker to manage the system, and our schools are no more places of real mental and moral training than the mimic show of a parade ground is a real battle. The problems of life are individual, and the training which fits people to solve them must be individual, to a greater extent than those who are adorers of system alone are willing to admit. There must be a limitation of the number of pupils under one teacher's care to twenty-five, or even a smaller number, before the best results can come from our school training, before the true balance between the training of the individual alone, and of the class alone, can be struck.

The same tendency to elaboration of details is seen in the teach-

ings of particular subjects, and in the preparation of text-books. Thus have arisen those finished systems of grammatical analysis, wherein language has been so pruned and trimmed, that no chance is left for any free growth of a living tongue. They are post-mortem rather than physiological studies, and the outcry against the teaching of classics is but the effort to return to a balanced training. It will be fortunate indeed if the momentum of this movement does not carry us so far that we lose the ability to retain what is valuable in the language training of the past—*Massachusetts Teacher*.

THE COMING MAN AS A TEACHER.

PAPER READ BY LUCY V. GOSNEY BEFORE THE HENDRICKS
COUNTY TEACHERS' ASSOCIATION.

ISTANCE lends enchantment to the view." The future never bears a promise of better things. Imagination grasps the budding grace of infancy and childhood and weaves them into the grander charms of manhood and womanhood by perfect day.

So, regarding the signs of the times, our greater needs and the efforts being put forth to produce a better state of affairs, we dare say "the coming man as a teacher" will be a *model man*.

We shall combine all that was commendable in him of the olden time with the more beautiful and symmetrical developments of the latter day. He shall be a man of intellectual developments and culture; he shall be prepared to lead both the little child and those of mature minds to grasp and cherish beauty and truth both in nature and science. It shall be his delight to see the young mind unfold under the touch of culture.

Teaching shall be with him not merely an incidental avocation, but a calling, chosen as one would choose any profession, and for which he is fitted by years of study and preparation. His accomplishments shall not be superficial, but he shall be a man of thorough culture and deep investigating mind. As a foundation for every other requisite he should possess that very essential, but by all means common gift, called good common sense. He shall not be chained to any method or system, but with culture equal to his

ingenuity, he shall be ready with expedients suitable for any occasion. He shall be willing to relinquish old fogysm, and be able to modify and adapt to time and place "new fangled notions." He shall be willing to lay aside the penknife and spelling book, and taking the faculties in their natural order of development, train the perceptive, and not exclusively the memory. He shall be ready with slate, chalk and blackboard to induct the child, at once, into the beauties of words, the symbols of language, comprehensive to its mind. He shall espouse the "topical method" as being the best method for accomplishing the very desirable end of condensing the greatest amount of subject matter into the smallest space.

He shall be one who is able to *impart* knowledge; who shall be able to wake, stimulate and inspire; who having himself scaled the fair hills of science, shall be able to discover them, purpling in the distance, to the fascinated gaze of the young student.

He shall possess, in as high a degree as possible, the power to teach the finer chords of being, that he may wake therefrom the sweet symphonies that shall thrill and permeate the whole soul of the child, often influencing his whole life. Who has not felt a vein of feeling running through his whole life which was waked by some lesson or influence left by the teacher of his youth?

Our model teacher must possess the finer sensibilities, that, like our Great Teacher, being touched with a feeling of the infirmities of those committed to his care, he shall be able to pity, forgive, and lead them up to a higher life. He shall be able to stoop that he may elevate others. His school-room shall be lighted up by etherial atmosphere, emanating from a warm and generous heart. His quiet and subdued manner shall continually subdue and restrain within bounds the turbulent little spirits that are ever seeking an outlet.

He shall be prepared to bear with meekness and patience the discouragements and thousand little vexations that wear the spirit of the teacher, recognizing the bright immortal amidst all the mass, filth, and blemishes, the growth of abuse or neglect. He shall ever seek to develop this little spark of the divine, leading him upward into the intrinsic beauties of the natural and moral sublime. He shall be above malice, and the remembrance of any of the petty wrongs incident to his calling. He must possess firmness in a higher degree; he shall be slow to decide, but when

the decision has been made "he shall stand like the brave with his face to the foe." His heart and life shall be pure, and his influence be for good. He shall cherish no dark and secret sins which shall crop out and by their miasmatic breath taint and poison the mind and soul to which his training and culture give scope and power. He shall not indulge in the small sins which are often considered gentlemanly and becoming.

Highest, first and best of all, he shall be taught of the Great Teacher, whose word is truth. There he shall find wisdom, strength and light; there he will find a model of patience, meekness and love.

Yea, the Holy Work should be his guide and text-book. He shall there learn "how a young man shall cleanse his ways by taking heed thereto."


Is he a proper guide for the youth, who hath himself "put out the lamp that should guide him, and whose feet stumble upon the dark mountains?"

Such should be the man, the "coming man," who is to guide the youth of our nation; and yet, as teachers, when we measure ourselves by this standard, how few of us who are sending forth this "coming man" possess scarcely any of the requisites! We fall far below the model. And yet, such is our need. Such a one the "coming" as well as the *present* day demands.

THE total area of the United States is 2,290,000,000 acres. Of these, 455,000,000 acres had passed into the ownership of States, corporations, or individuals before the establishment of the Land Office, leaving 1,835,000,000 acres at the disposal of the nation at large. Of these latter, 439,000,000 acres have been disposed of at various times up to November 1, 1860, the date of the last published official report, and 1,369,000,000 remained then to be disposed of, including in the latter the amounts granted to railroads, but not received.

SOJOURNER TRUTH lectured at Syracuse, N. Y., the other night. She says of the published accounts of her life that "what Mrs. Stowe writ was true, but since that it had growed and growed, and now it was a great book, and there wasn't a word of truth in it, and what there was that was true was all hind side afore."

CONSTITUTION OF THE INDIANA STATE TEACHERS' ASSOCIATION.

N accordance with a resolution passed by the Indiana State Teachers' Association, at its recent meeting in Terre Haute, I transmit to you for publication the Constitution of that body, together with all the amendments that are now in force, except "a verbal amendment to Article 8th, improving its phraseology," which was adopted December 27th, 1858. (See School Journal, Vol. IV, No. 1, page 1.)

The phraseology of that amendment I have not been able to obtain.

All amendments which are found in the published proceedings of the Association, have reference to the manner of holding elections.

There has been no amendment striking from the list of officers the Corresponding Secretary. That office seems to have been dropped by common consent, at the election in 1861. It has not been mentioned since.

Respectfully submitted, _____ D. ECKLEY HUNTER.

CONSTITUTION.

PREAMBLE.

As harmony and concert of action are highly necessary for the thorough and entire accomplishment of any important purpose; and believing that it is especially so in the department of Education, we, the undersigned, as a means of elevating the profession of teaching, and promoting the interests of Schools in Indiana, associate ourselves together under the following

CONSTITUTION.

ARTICLE 1. This organization shall be styled the INDIANA STATE TEACHERS' ASSOCIATION.

ART. 2. The officers of this Association shall be a President, seven Vice Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, and an Executive Committee of seven. The whole to be elected by ballot, and to serve for a period of one year, and until their successors are chosen.

ART. 3. It shall be the duty of the President to preside at all meetings of the Association, and perform all the functions usually

belonging to such office. In his absence or inability to preside, one of the Vice Presidents shall take his place.

ART. 4. The Recording Secretary shall keep a fair and full record of all proceedings of the Association.

ART. 5. It shall be the duty of the Corresponding Secretary to manage all the correspondence of the Association, under the Executive Committee. He shall copy in a book to be provided for that purpose, all communications emanating from him, and shall carefully file those received by him, so as to be easy of access. He shall report the correspondence whenever called upon at any regular meeting of the Association.

ART. 6. The Treasurer shall receive and keep all funds belonging to the Association, and pay out the same only on order of the Association or the Executive Committee. He shall keep in a book a faithful and intelligible account of all moneys received and expended by him. He shall keep carefully a file of all vouchers for the distribution of the money of the Association, and shall report the condition of the finances when called upon to do so at any regular meeting.

ART. 7. The Executive Committee shall carry into effect all orders and measures not inconsistent with its design, as said Committee shall deem best. It shall secure Speakers, and arrange business to come before the Association. It shall keep a full record of its proceedings, and present an annual report of the same to the Association. It shall hold its first meeting as soon after election as possible. Four members shall constitute a quorum, and may meet from time to time on their own adjournment.

ART. 8. Any teacher or other active friend of Education, may become a member of the Association, by signing its Constitution, —if males, by paying the Treasurer one dollar; and if females, by paying fifty cents.

ART. 9. The meetings of this Association shall be held annually on the adjournment of the Association in the latter part of December.

ART. 10. This Constitution may be amended by a majority of the members present at any regular meeting of the Association.

AMENDMENTS.

ART. 1. A Nominating Committee shall be constituted, which shall consist of one member from each Congressional District in the State.

ART. 2. Each member of said Committee shall be nominated by some member from his district; and when they are so nominated, they shall be confirmed and approved by the Association. If any Congressional District has no representative in the Association, that district shall not be represented on the Committee.

ART. 3. Said Committee shall nominate the officers for the Association; and said nominations shall be subject to confirmation by the Association when reported by the Committee.

ART. 4. It shall be the duty of the Executive Committee to prepare a Programme of Exercises for one or more half-days of the session of this Association for separate work in the following sections:

1. Primary Section.
2. Superintendents', Principals' and Examiners' Section.
3. Collegiate and High School Section.

ART. 5. Everything in the Constitution inconsistent with these Articles, shall be repealed.

NINE GOOD RULES.—1. Make the school-room exercises pleasant; conduct them with animation and cheerfulness.

2. Take great interest in them, and treat everything connected with the school with dignified importance.

3. For young scholars, the class exercises should not be kept up longer than interest is maintained.

4. Idleness should be sedulously avoided. A programme of recitations and studies, furnishing uninterrupted employment during each session, is indispensable to a well regulated school.

5. Great care should be given to assigning lessons; if too long, they discourage the learner; if too short, they encourage idleness.

6. Emulation is a valuable aid if judiciously employed, and may be used in a great variety of ways.

7. Patient, persistent effort will accomplish your object, remembering always that education is a process of growth, and time is an essential element in it.

8. Cheerfulness and confidence are lights that blaze, giving a glow of animation and activity, while a fretful spirit begets uneasiness and impatience in others.

9. Frequent threats of punishment and habits of fault finding are seldom attended with good results.—*Spirit of the Times*.

NOTES OF TRAVEL IN EUROPE.—XII.

BY MRS. J. G. KINLEY.

PRAGUE, the capital of Bohemia, stands on both sides of the river Moldau, a tributary of the Elbe, and is surrounded on all sides by hills, upon which the houses are built in terraces or tiers. A part of the city, the Jews' quarter, is filthy and dark, the houses nearly touching at their roofs; but the newer parts are fine, and some streets are magnificent. A beautiful bridge spans the Moldau eighteen hundred and fifty feet long, wondrously ornamented with statues of saints and angels, the central figure crowned with stars, representing St. John of Nepomuk, the patron Saint of all Bohemian bridges. St. John, so runs the legend, was drowned by King Wencislaus for not divulging the secrets of the confessional, but the water being troubled with stars rising to the surface, his body was taken from the water, placed in the cathedral of St. Vitus, where it now reposes in a silver and crystal coffin, within a silver shrine of immense value. This Cathedral is a perfect museum of curiosities, and contains a picture of St. Luke painting the Virgin Mary. In a chapel of the Cathedral are many relics, among which are bones of Abraham, Isaac, and Jacob, the Virgin Mary's pocket-handkerchief, a splinter and nail from the true cross, a piece of table-cloth which Christ used at the last supper, and the sponge which was dipped in vinegar at the crucifixion. In another chapel we saw an exquisitely wrought pedestal which was once so the label informed us, an ornament of Solomon's temple, being part of a golden candlestick.

Here a great part of the wealth seems to be in the churches, which are filled with rare paintings and costly gems. Turning from magnificent churches, we entered an old Jewish Synagogue which, many centuries ago, was found buried under ruins of a later date. It carried us back to the fifth century, and was wonderful only on account of its great antiquity. As I wandered about the grave-yard near it, I marveled at the age of some of the inscriptions. One, "In memory of Sarah Katz, who died in 606," was so long ago written that it seemed more fabulous than real. Leaving the musty walls and moss-covered stones of Jewish

antiquity, we rode in the bright sunlight to Wisherad (Highest Top), where the Pagan fire-worshippers performed their rites in long gone ages, and where now stands the royal palace. Near it is the palace of the treacherous Duke of Waldstein, grand even in its decay.

In these Catholic countries Monasteries and Convents are common, and seeing how hard the poorer class of women are obliged to labor, I do not wonder that Convents are well filled. In those we visited, a high wall shuts out the world, and the nuns can only look up to the beautiful heavens and shining clouds above them. Prague is full of objects of interest to the tourist, as well as historic associations. It was here Tycho Brahe, the astronomer, lived and died, and here John Huss was educated. Here, too, commenced the Huss war and reformation.

Our next trip was to Karlsbad, a watering place in the interior of Bohemia, which we reached by taking the cars to Pilsen, then a carriage for the remaining fifty miles. The roads were smooth and hard, and the horses unencumbered by flesh, as are nearly all the horses in this region, made good time over these pleasant hills and valleys. Our road was shaded by fruit trees, the rich, purple plums hanging within our reach, and free for our use. Such trees as were not to be picked were marked by wisps of straw tied about the branches, and the rich profusion of fruit hanging upon them furnished abundant evidence that the owner's wishes had been respected.

Karlsbad is a charming little village, nestled among the hills, and noted for its hot springs, Sprudel and Hygeia. The river Tepel meanders merrily through it, and the houses climb the banks on either side in a very picturesque fashion. Invalids from all countries come here to drink the health-giving waters, and enjoy the delightful promenades in the vicinity. Here the Anti-Sunday folks would feel quite at home, for no Sabbath has ever dawned in this beautiful valley. Every Sunday afternoon the band played in the grove, which was filled with chairs and tables for the thousands who congregated in that splendid temple of nature. Here the people sat, talked, knit, sewed, played chess, drank chocolate, coffee or wine, and listened to the music, and unless one should keep a record of the days he might lose Sunday from his calendar. Twelve days we lingered, rambled, drank water and rested in this wild retreat, fully appreciating its natural as

well as artificial beauty, and deeply interested in the smoking, steaming, puffing Sprudel. It was with profound regret we left Karlsbad to take up our line of travel, and an inward wish is still with me that I may again thread its shady walks and breathe its invigorating air.

Hiring a carriage and driver we departed for Eger, and leisurely rode through the beautiful country of Bohemia. Resting when we were tired, we took the day for our thirty miles drive, and at sunset entered the little town celebrated for nothing but the assassination of Count Waldstein.

In the morning we started in the cars for Munich, and in due time crossed the Danube at Ratisbon. Six miles from this place, on a hill, stands Walhalla, or Temple of Fame, erected by the late King Louis of Bavaria. It contains many rare paintings, among which are portraits of the celebrated men and women of Bavaria. The old king was a remarkable lover of the beautiful, and everywhere he has left imperishable monuments, in his fostering care of art and his generous liberality to artists.

Munich, the capital of Bavaria, is seventeen hundred feet above the sea level, and is situated on the river Isar. It is one of the finest cities in Europe, and very rich in its collections of art, works which were mostly brought together by King Louis.

It has numerous squares and gardens, and its magnificent public buildings challenge the admiration of all travelers.

The Royal Palace is a marvel of wealth and beauty, and filled to overflowing with treasures of art. In the rooms of Charles VII, everything is sumptuous to the last degree, and exhibits the splendor and luxurious tastes of the former rulers of Bavaria. The quilt covering the royal couch cost 800,000 florins, and took forty persons fifteen years to embroider it. It takes the combined strength of six men to lift it. In one of the rooms hang the portraits of the thirty-six beautiful women, duplicates of which are at Walhalla, and I never saw pictures more worthy of the admiration they receive. In none of the palaces we visited are carpeted floors to be seen. Cunningly carved and paneled and highly varnished, the floors are as smooth and glossy as art can make them. No dust ever follows one's footsteps.

OFFICIAL DEPARTMENT.

DISTRIBUTION OF BLANKS TO EXAMINERS.

B LANKS for reports from Examiners and Trustees will be sent to the Examiners, by this office, on the 12th day of June. If they do not arrive by the 19th, or if any mistake has been made in counting them, or if any have been left out, the Examiner should write at once to this office. Blanks for Teachers' Reports can be sent at any time; many of the packages are so large, that we are able to send but few. The Examiners should write for these, stating the exact amount desired.

If we do not receive the name and P. O. address of the newly elected Examiner, it will be necessary to send them to the old one, who should be prompt and careful to deliver them to his successor.

The following letter was sent to Wm. Kurtz, President of the Board of School Trustees, of Princeton, Indiana:

OFFICE SUPERINTENDENT PUBLIC INSTRUCTION, }
INDIANAPOLIS, April 19, 1871. }

DEAR SIR:—Your letter of to-day is received. In reply I have to say that if the cost of the erection of a school building exceeds the limit of the issue of bonds by the act of March 11, 1867, I know of no law authorizing the school, or other authorities of an incorporated town or city, to borrow money to pay the indebtedness, neither to mortgage the school property as security for the payment of such loan.

The special school tax, however, can be applied to the payment of the debt: and from the ruling of our Supreme Court in the case of *Harney vs. Wooden* and another, 30 Ind. 178, if the contracting parties are willing to wait, I think the special school tax, levied this spring, can be pledged to the payment of the debt, or so much of it as it will cover. *But this tax cannot be bound in advance of its levy.*

I think prudence would require that the debt take precedence of furnishing the house.

April 21, 1871.

ANIEL F. SIGLER, HEBRON, IND.:

DEAR SIR:—Your favor of the 10th inst. is before me. I do not think the law authorizes a Trustee to invest Township funds in a joint stock company for the construction of a school house. But he may, having a deed for the land on which the school house stands (see section 157 school law), build one or more rooms or stories of such house, permitting other parties,

or a joint stock company, to build additional rooms or stories thereto, upon such conditions as will secure the protection and right use of that part owned by the Township.

Townships are not authorized to issue bonds for the building of school houses.

A letter comes to us stating that the Treasurer of the School Trustees of a certain town has made it convenient to be absent at the time of the expiration of his term of office, so that the new Trustees will be unable to obtain the books and moneys of the old Board until his return. The Supreme Court of Illinois has very decidedly disposed of two cases of a similar nature:

"The money in the hands of a School Commissioner, on his retirement from office, is the property of the county, and it is his duty to deliver it over, specifically or in funds of equivalent value, to his successor in office.

"A fiscal agent, whether of a government, corporation, or an individual, is held to the strictest accountability, and never permitted, at the expense of his principal, to speculate with the funds of the latter in his hands.

"If the money was of par value when received by them, and, being retained by them after their official authority over it ceases, it subsequently depreciates, the loss falls on them." *Hamilton et al. v. Cook County*, 4 Scam. (Ill.), 519.

"Township Treasurers, under our statutes, are made insurers of the funds coming to their possession, and nothing can relieve them from their obligation to safely keep and pay over such funds, but the act of God or of the public enemy." *Thompson v. Trustees*, 30 Ill., 99.

MEETING OF THE STATE BOARD OF EDUCATION.

The State Board of Education met at the Office of the Superintendent of Public Instruction, May 2d and 3d.

Hon. Wm. C. DePauw, of New Albany, Dr. Hiram C. Cloud, of Evansville, and Milton McFettridge, of Bloomington, were elected members of the Board of Trustees of the State University.

A Committee of three, consisting of the Superintendent of Public Instruction, Prest. Wm. A. Jones and Supt. A. C. Shortridge, were appointed to make such suggestions and recommendations concerning the holding and managing of County Teachers' Institutes as they may think proper, and issue a circular embodying the same, to the School Examiners.

Dora J. Mayhew and Rhoda S. Driggs, of Evansville, Uriah H. Jones and John M. Hanley, of Indianapolis, were granted State Certificates. Their respective general average per cents were, 95 1-5, 93 3-5, 86 2-15, 82 1-2.

The next meeting of the Board will be held at the State University, on Tuesday, the 27th of June.

M. B. HOPKINS,
Supt. Public Instruction.

EDITORIAL—MISCELLANY.

IF Examiners will notify us of the times and places at which they will hold their institutes during July and August, we shall be glad to announce them in the JOURNAL.

At a meeting of the Executive Committee of the State Teachers' Association, held in May, it was determined:

1. To hold the next session of the Association at Indianapolis.
2. That the session should begin on Tuesday evening, December 26, and continue in session till Friday, P. M., December 29.
3. That one-half of two of the days should be devoted to section work, the Primary Department discussing strictly primary topics; the High School and College sections discussing such things as directly interested them, etc., and that the other half days and the evening sessions should be devoted to lectures and the discussion of topics of general interest.
4. They partially completed a programme which is thought to be the best ever presented to the teachers of this State. All the educational interests of the State will be represented, and the most practical questions will be presented in the most practical way.
5. The committee are anticipating that the forthcoming will be the largest meeting of teachers ever yet held in the West. They fix the number at *one thousand*. May it be so.

WITH pleasure we invite attention to the practical character of the contributed articles in this number. We feel sure that no teacher can read them without profit. Read and see.

Good news concerning the JOURNAL still comes both from home and abroad. The *Daily Republican*, Lawrence, Kansas, thus speaks: "We have just received the May number of the *Indiana School Journal*, edited and published at Indianapolis by George W. Hoss and W. A. Bell. We look forward to the monthly visits of their journal with pleasant anticipations, and we are never disappointed. It is one of the best educational journals of the country, and is well appreciated both at home and abroad. The present number fully sustains its reputation."

WE had hoped to be able to publish the programme of the Collegiate Association in this number, but, from some cause, the committee has not moved. We hope the chairman will put the body in motion in time to have a programme for our next issue, unless for good cause the session is postponed until the holidays.

At the recent municipal elections in Terre Haute and Lafayette, the plans of the Catholics were completely defeated. The effort was made in each of those cities, to put a hostile element into the School Board. The issue was distinctly and sharply made, and as distinctly and sharply met and defeated. The party which was in power in both of these cities, united with the Catholic element, or the Catholic element united with this party, and both are defeated by large majorities. This result teaches two wholesome and significant lessons; (1) that our people do not propose to hand our schools over to Catholics; (2) that the political party that takes ground against the public schools is likely to go to the wall. So may it ever be. Let the parties ever feel that they that fall on this rock shall be broken, and they on whom it shall fall, shall be ground to powder!

The good people of Terre Haute and Lafayette are not yet ready to surrender the public schools to Pope or priest, to Jew or gentile, and thus revoke the teachings of the fathers who said that morality, religion and learning are essential to good government and the happiness of mankind.

Honor to the friends of public schools in those cities; honor to them for their manly defense; and thrice honor to them for their triumphant victory.

SCHOOL ACT.—At the recent session of the Legislature, a single school act, as indicated in a former number of the JOURNAL, was passed. This act had direct reference to Indianapolis, but indirect or oblique reference to other cities.

It provides, first, that any city of thirty thousand inhabitants shall elect by ballot of the people, on the second Saturday of June, 1871, a School Commissioner (Trustee) for each school district in the city, such districts being the same in number as the wards, though not necessarily identical.

Second. After election the Trustees shall, by lot or otherwise, determine which three shall hold office three years, which three two years, and, per consequence, what number one year. It seems that this division into triplets may run short some day, when applied under section seventh of this act.

Section seventh provides that this act shall be applicable to cities of less population than thirty thousand, whenever the City Council of such cities shall so decide. Several cities in Indiana have not six wards, hence cannot furnish the two triplets provided for in this act. The fact is, this seventh section hangs loosely, as if it were an after thought of some outsider. If not an after thought, why was it not incorporated in the first and principal section thus?—Any city of thirty thousand inhabitants shall elect a School Commissioner, &c., and any city of less than thirty thousand inhabitants may, on vote of Council to that effect, elect School Commissioners, &c.

The element of popular vote in this act we believe to be right, also the enlarging of the Board; but we think the bill might have been much more symmetrically and, consequently, a little more equitably framed.

There are some reasons for and some against the time selected for the election. These we do not discuss now.

PHONOTOPY.

In our last number we promised to note some of the advantages of phonotopy in a subsequent issue. The term, phonotopy, not having passed into general use, its definition may be proper here. Phonotopy is the art of representing each elemental sound in a language by a separate character. In place of making a single letter represent five or seven sounds, as in our language, it should represent but one. In that event it is obvious that our alphabet would have to be increased from twenty-six letters to forty-two or three, according to the number of elemental sounds in our language. Excepting the little labor of learning a few more letters, all else is advantage. These advantages are; (1) in pronunciation; (2) in spelling.

Bating occasional errors arising from silent letters and misplaced accents, pronunciation becomes absolutely accurate. Each character having but one sound, the proper sound is always suggested whenever the character is seen. This element is found in some of our letters now; as *l, m, n*, and others. No one ever mispronounces a word because of giving a wrong sound to one of these letters. Why? Because each has its specific sound, and but one, and nobody knows of any other sound to give it. But how different with *a, e, i, o, u*, and some other letters. *A* has one sound in *ma* and another in *mat*, and another in *mall*, and still others in other words. Hence, when we come to such words as *Panama*, we have a perplexing number of pronunciations. How do we decide the pronunciation? By turning to the dictionary and learning the phonotopy, i. e., noting the marks attached to each *a*, thus getting the sound. The dictionary, therefore, employs a species of phonotopy. Else wherein is the dictionary better in pronunciation than the spelling book or reader?

Therefore, what we plead for is this, that this phonotypic element may attach permanently to each letter, going with it into the spelling book, reader, history, newspaper, and everywhere. From that moment the work of pronunciation is accomplished. If, in the word *hostage*, you see a mark attached to *o*, which says the sound of the letter is the same as in *not*, you will not say *hostage*, sounding *o* as *ho*. If *e*, in *heroism*, has the mark of *e*, in *met*, no one will sound *e* as in *he*, making *heroism*.

This phonotypic element may be added to our present letters, or we may invent new letters. *A*, with two dots over it, is as certainly discernable from plain *a*, as *ω* is from *a*. Thus we may permanently modify our present letters, or invent new ones. In either case the work is done, and effectually done.

If, in addition to this, we shall expunge all silent letters, the simplicity of the work becomes perfect. Thus, in the word *calf*; if we (1) attach a permanent mark to *c*, which shall invariably denote the sound of *k*; (2) give *a* the permanent marks as *a* in *half*; and (3) throw out the silent letter *l*, mere phonic surplussage or rubbish, the pronunciation is simple, exact and unmistakable. We then have the three sounds, *k, a* and *f*—*kaf*. How simple, how natural, becomes the spelling and pronunciation of this very *cal-fish, kafish* word.

Look at one more of these anti-phonetic beauties, *phthisic*. In eight letters, three are utterly useless, and two others are liable to be wrongly sounded. *P* and two *k*'s are without sound, hence, phonically, utterly worthless; worse, a mere memoriter burthen. *S* and *C*, hypocrite-like, take on the character of their neighbors; the former of *s* and the latter of *k*. Thus out of eight letters, we have two with their normal sound, *t* and *i*.

Thus the barbarous orthography of *phthisic*, reduces in pronunciation to *tiz-ik*.

Who will say that this does not call for reform? Whoever says it does not is worse than the foggy who goes to mill with corn in one end of the bag and a stone in the other, assigning as his reason, "Grandfather did so."

The advantage in the second element, namely, spelling, becomes apparent on statement. When a word is spoken or pronounced; (1) with every letter sounded; (2) with an unvarying character to represent each sound, the difficulty of spelling disappears at once and forever. The ear analyses the sound, and the mouth or hand synthesizes the characters into the word. Thus, in *haf* (barbarously half), the ear gives, in the phonic analysis, three sounds, represented by *h*, *a*, and *f*. Synthesis combines by means of the mouth, if the spelling be oral, into *haf*, and into the same by the hand, if the spelling be written. Thus the work is done briefly, accurately, philosophically.

In conclusion, we venture the opinion that were our language made strictly phonetic and phonotypic, that the usual three or four years of spelling book drudgery could be condensed into as many months.

Is not this a consummation devoutly to be wished? Look at the wide and rich fields of knowledge spread out before every youth, and yet how few can enter them. Their short school life is consumed in the rudiments, most of the time in spelling, spelling, spelling, and pronouncing, and then, if not more fortunate than most of us, forever in danger of misspelling and mispronouncing any new word. There is no time for Botany, History, Civil Polity, the beauties of Literature, Mental Philosophy, Moral Science, Political Economy, Logic, Rhetoric, the Classics, or aught else of the higher and more liberalizing studies. No: the inexorable spelling book demands and must have the time. Thus the precious golden moments of childhood are consumed, and the youth sent out with the mere rudiments of knowledge. Shall we have reform? Fellow teachers, what say you?

The columns of the JOURNAL will be cordially opened to receive your say.

THE students of the State University are sustaining a good paper. Some of the articles, would honor older heads and more experienced pens.

College papers may, and should be made a source of real improvement to students.

THE corner stone of Smithson College was laid at Logansport, on the 9th ult. This Institution is to be under the patronage of the Universalists. They hope to open this fall.

SUGGESTIONS TO YOUNG TEACHERS.—V.

Dear Young Friends, two moons have waxed and waned since last we met. 'Tis hoped you have had ample time to experiment on the suggestions last made.

I add a few more on a subject quite as difficult as the last, namely:

GOVERNMENT.

Few things give teachers more trouble than government. Most teachers say, "if I only had to teach, how pleasant it would be; but government, it gives me such trouble."

There is no universal panacea for this trouble. Like other evils of life, it may be made lighter, though it may not be wholly removed. To suggest some of the means of lightening the burden of government is the object of this paper.

These means are chiefly within yourself, i. e., subjective rather than objective.

1. Your theory must be correct, namely, that it is the *right* of the teacher to govern, and the *duty* of the pupil to obey. You will be much stronger in your work if you start with this conviction, than if you start with the theory that you govern per courtesy, namely, the pupils permit government as mere courtesy to you. A right is always stronger than a courtesy. Plant yourself on this right.

2. As another element in your theory, resolve that the highest interests of your school require that it shall be governed. Thus the *right* in the first case intestifies into *duty* in the second.

II. QUALITIES, OR MEANS WITHIN YOURSELF.

1. *Self Government*.—He who does not govern himself need not hope to govern others. There is an equipoise in self control that holds others in check. All who have studied human nature know this. There is abundant reason for it. These reasons need not be given here. The fact is sufficient for present purposes.

By severe schooling you may train yourself into the habit of self control. When others are excited you must be cool. If pupils are rude, saucy or angry, you must not be angry. If you grow angry you grow weak as a governor. Be self-controlled, self-governed.

2. *Be Consistent*.—"Consistency, thou art a jewel," has passed into an aphorism. This is a noble yet rare virtue. All need, yet few attain it in a high degree. None need it more than the teacher in the work of governing. If your exactions are severe to-day and lax to-morrow, the discipline of your school will be as varying as your requirements. Fix your standard in any given department, and then hold to it until you find good and sufficient reasons for change. Then let the change be made of purpose, and not through caprice. Uniformity of government, consistency in the governor, is one of the necessary elements of success.

3. *Be Just*.—Do not have one penalty for one student and another for

another. The public school in this country is a miniature type of the republic. The rights of all are equally dear. The senator's son or the banker's son must be subjected to the same discipline as the hod carrier's son, or the washer-woman's son. Favoritism, or partiality more frequently called, will eventually weaken your authority. The less favored will grow jealous, and ultimately rebellious.

This justice should always be "tempered with mercy." Justice is not a synonym of harshness. The judge who sentences the criminal to death, does not need to abuse that criminal, much less to curse or smite him. On the other hand, he may pronounce his sentence in tears, and send a prayer to the throne of grace in behalf of the erring. So the teacher.

4. *A Knowledge of Human Nature; or, Child Nature.*—We all do bad work when we do not know the material on which we work. He who mistakes pewter for iron, would make sorry work in manufacturing steamboat boilers. The ship builder who does not know the brittle pine from the tough oak, would hardly be trusted to build more than one vessel. The teacher who does not know the difference between a delicate, sensitive nature, and a tough, obstinate one, with stubbornness twisted into the very grain of his being, will not govern without trouble. The discipline that would crush the former would scarcely impress the latter. The blow that would awake but faint sounds in the base drum, would shiver to fragments the delicate harp.

5. *Personal Appeal.*—There is a force in personal appeal that many teachers, especially young teachers, seem not to understand. Have you not sat under the sermon of your minister and heard his appeals, and felt that they were applicable to you, and yet you heeded them not? But on Monday, if he taps you gently on the shoulder and say, brother or sister, I wish your co-operation in this enterprise, or I want you to consider the influence of your example, I therefore beseech you no longer to oppose this good enterprise by your indifference, and straightway you are constrained to comply, though the appeal on the same subject, in the great congregation, made no impression.

The same holds in the school. In large bodies we lose our individuality. Not so in personal appeals. The "thou-art-the-man" argument comes home. There is no way of mistaking its intent. More, there is a sympathetic power in nearness of position. The warm soul of the teacher runs over, and impresses and affects the pupil; sometimes subdues. I have known many a pupil controlled by private conference who sat indifferent, sometimes defiant and obstinate during a long harangue by the teacher. Study and use this element of power.

6. And lastly, *Pleasant Surroundings.*—As a man is better natured under a sunny sky or balmy air, a clean shop or office, a pleasant out-look, than under the reverse circumstances, so is a pupil or a school. I have known a very good man, when traveling, become petulant and disagreeable in a drizzling rain, muddy roads and a rickety coach. Is not an old, dingy and dirty school house, with broken seats and glassless windows, enough to make pupils restless, petulant, and ungovernable? Cleanliness and beauty

are silent educators, and co-operative governors. Let comfort and beauty aid you in governing.

Below we present a house whose neatness looks as if it might be an aid in governing the school.



Many other points deserve attention in this discussion; as the inculcation of the spirit of *self-government*; the nature of penalties; the teacher's rights under the law; but, for want of space, these must be omitted for the present.

Hoping these suggestions may aid you in the difficult work of governing,
I remain, with best wishes, yours,

SENEX.

SCHOOL REPORTS.

The Examiner of Randolph county, J. G. Brice, makes a full and interesting report, through the county papers, of the school work in that county, covering the time from November, '70, to March, '71. Some of the facts are these:

Number studying book-keeping, 23; physiology, 73; algebra, 135; elocution, 58; history United States, 74; geometry, 2; chemistry, 1; Latin, 1.

This is a good showing for the regular branches; excellent for the two practical and important branches, physiology and book-keeping. Ten years ago it is questionable whether any twenty counties could have shown as many in these two branches.

Friend Brice, increase the number in these two branches, then add *Drawing*, and then we will say, well done for the *practical*.

TERRE HAUTE—At a recent meeting of the Terre Haute School Board, Wm. H. Wiley was re-elected Superintendent for two years, at a salary of \$2,000 per annum.

ELKHART—Thus speaks the *Elkhart Review* concerning these schools: "Elsewhere we give Prof. Walts's monthly report. The improvement in the school since these reports first began must have struck the most casual reader. This result we attribute mainly to the untiring efforts of our worthy Superintendent and his equally worthy corps of assistants. At no time since we have been a citizen of Elkhart has our school been so well conducted as at present. It is really admirable, and it affords us satisfaction to know that our citizens so fully appreciate it. May it be long before we have any change in this model school."

We have not been able to get reports from other schools for April. We hope Examiners and Superintendents will send reports, and on time.

SCHOOL REPORT FOR APRIL.

TOWNS.	No. Enrolled.	Average Re- longing.	Average At- tendance.	Percent. of Attend'ncr.	Cases Yardi- ness for Mo.	No. not Tar. from 5th of September.
Evansville.....	3,795	3,041.8	2,895.3	94.5	786	1,191
Franklin.....	624	512	505	96.8	25	
Terre Haute.....	2,328	2,145	2,051	95.5		1,715
Elkhart.....	540	485	448	92.4		447

CLAY COUNTY TEACHERS' ASSOCIATION.

The Clay County Teachers' Association held its first semi-annual session at Brazil, commencing Monday, April 24th, 1871. The Association is composed of the Teachers of the county, and regular sessions have been held since 1863. The first session this year was the most profitable and interesting that has yet been held. Monday evening President Tuttle of Wabash College, delivered the first lecture of the session; subject, "Do the Common

Schools tend toward Infidelity?" The attendance was good, and the subject was systematically discussed.

On Tuesday the Association convened in the school building, and after the appointment of committees, recitations were conducted by Professors E. R. Smith, C. M. Parks and other teachers of the county.

Tuesday evening Prof. Hoss delivered a lecture to a large and attentive audience; subject, "The Elements of the Teacher's Power."

Wednesday, exercises were conducted by different members of the Association, and Mrs. A. D. Hawkins read a paper on the subject of Object Lessons. Wednesday evening, Prof. Hopkins, Superintendent of Public Instruction, delivered a lecture, subject, "Manual Labor and its Effects upon the Mind."

Thursday's exercises consisted of recitations and the discussion of methods of imparting instruction. Thursday evening the members of the Association attended a "social" at the residence of Dr. Hawkins, where the evening was spent in a very pleasant manner.

Friday's sessions were occupied in recitations and the election of officers for the ensuing year. Friday evening Wm. Travis delivered a lecture on the School Law, after which the teachers repaired to the residence of H. Wheeler, where the remainder of the evening was spent with great satisfaction to all.

Saturday forenoon session was spent in the selection of a location and making other necessary arrangements for the next regular session.

The attendance during the session was better than usual, and from the interest manifested, the Association will prove a successful instrument for the promotion of the cause of Education in this part of the State.

C. P. EPPERT,

Corresponding Secretary.

Brazil, May 5, 1871.

WHERE THE SUN NEVER SETS.

The following graphic passage is from the description of a scene witnessed by Mr. Campbell and his party in the north of Norway, from a cliff one thousand feet above the sea:

The ocean stretched away in silent vastness at our feet; the sound of the waves scarcely reached our airy lookout; away in the north the huge old sun swung low along the horizon like the slow beat of the pendulum in the tall clock of our grand father's parlor corner. We all stood silent looking at our watches. When both hands came together at 12, midnight, the full round orb hung triumphantly above the wave—a bridge of gold running due north spanned the water between us and him. There he showed in silent majesty that knew no sitting. We involuntarily took off our hats, and no word was said. Combine, if you can, the most brilliant sunrise and sunset you ever saw, and its beauties will pale before the gorgeous coloring which now lit up the ocean, heaven and mountain. In half an hour the sun had swung up perceptible on his beat, the colors changed to those of morning, a fresh breeze rippled over the flood, one songster after another piped up in the grove behind us—we had slid into another day.

NATIONAL EDUCATIONAL ASSOCIATION.

The programme of this meeting reached us just as we were going to press. It is to be held in St. Louis, and will begin August 22, and continue three days. We note the following exercises: Modern Schools in connection with Normal Schools, by Richard Edwards; Methods of teaching Reading, E. E. White; Methods of teaching Language, D. H. Cruttenden; A Graded System of Normal Schools, C. H. Verrill; Methods of teaching Drawing, Henry C. Harden; Philosophy of Methods, J. W. Armstrong; How far may the State provide for the education of her children at public cost? Newton Bateman; Compulsory National System of Education impracticable and Unamerican, B. G. Northrop; Principles and Methods, their character, place, and limitation, in a Normal Course, J. W. Armstrong; Methods of Teaching Geography, Mary Howe Smith; What constitutes a good Primary Teacher? Discussion; Place and Uses of Text-Books, A. J. Rickoff; Pedagogical Bibliography—its possessions and its wants, Thomas Davidson; What moral uses may the Recitation subserve? Alfred Kirk; Evening Address, Thos. Hill, D. D., Mass.

Hotels entertain members of the Association at reduced rates. Most of the railroads return teachers free, or sell them excursion tickets at reduced price.

W. T. Harris, of St. Louis, is president of the local committee.

THE State Board of Education have just issued a circular to County Commissioners, urging upon them the necessity of appointing, at their June session, well qualified School Examiners, and the further necessity of paying them living wages, so that they can afford to give their full time to the work of superintending the county schools.

The discretionary powers given the Commissioners will allow them to appropriate, in addition to the \$3 a day, traveling expenses, office rent, &c., so as to make the office pay an efficient man a respectable compensation for his entire time.

We need this county supervision, and must have it before our county schools can be brought up to the desired standard.

Teachers, much depends upon yourselves in this matter. See your Commissioners at once, and urge the above suggestions.

M. J. MATTHEWSON, of Decatur, Mich., and J. S. WILSON, Greenville, Ohio, have written Mr. Hopkins, Superintendent of Public Instruction, for situations as teachers. Both can furnish recommendations. The former wishes a salary from \$1,000 to \$1,200; the latter holds a State certificate from the State of Ohio.

DURING the last month we visited Union Christian College, at Merom, Indiana. We found everything in splendid working order, and came away believing that Doctor Holmes and his efficient faculty were doing an excellent work.

THE first number of the *Methodist Monthly*, thirty-two pages, is on our table. The work is to be strictly religious, "devoted," says the prospectus, "to the doctrines and usages of the Methodist Church." The first number looks well and promises fairly. Edited and published by Rev. A. A. Brown. Subscription, \$1.50 per annum.

HIRAM HADLEY, of Chicago, formerly one of Indiana's efficient and popular educators, is preparing for the press an elementary work, entitled, "Language Lessons for Children."

Hiram will make a straight-grained and clear book. He never puts twists into his work or talk.

PROF. GEO. B. LOOMIS will give some time to Institute work during the summer, and would be glad to communicate with any who wish the subject of Music practically presented. His address is Indianapolis.

MESSERS. WILSON, HINKLE & Co. filled, a short time since, an order from Shanghai, China, for McGuffey's Readers, Ray's Arithmetic, Eclectic Geographies, and some other publications.

COMMENCEMENT at some of the Colleges, as follows: Asbury University, June 22; Crawfordsville College, as per precedent, June 22; N. W. C. University, June 23; State University, June 29.

DR. J. B. REYNOLDS, Principal of East Broadway school, Louisville, Ky., formerly Principal of Scribner High School, New Albany, Ind., will assist in Institute work in the coming vacation, if application be made soon.

THE Alumni of Asbury University, since 1840, stand in the professions thus: Ministers, 47; Physicians, 59; Lawyers, 129; Professors in Colleges, 20; Presidents of Colleges, 10.

A LAWYER at Bluffton, who spells Christ with a little c, thinks there is too much money spent on common schools in Indiana.

PROF. A. G. ALCOOT will devote his time during the coming summer and fall to teaching Elocution in Institutes. His address is Indianapolis.

METEOROLOGICAL OBSERVATIONS FOR APRIL, 1871.

MADE AT THE STATE UNIVERSITY.

Temperature..	Highest (Thursday 6th).....	79°
	Lowest (Sunday, 23d).....	28°
	Mean for the month.....	56°6'
Barometer....	Highest (Monday, 25th).....	29.586 in.
	Lowest (Wednesday, 19th).....	28.636 in.
Rain.....	Amount in inches.....	2.71 in.
	Number of days on which rain fell.....	11
Cloudiness....	Number of days clear (sun not obscured).....	6
	Number of days total cloudiness (sun not visible).....	4
	Mean for month (proportion of sky covered).....	.46
Humidity (1 denotes entire saturation of the air).....		.59
Prevailing winds.....		South.

M.

 QUERIES.

16. If the use of tobacco and liquor was stopped, would more children be educated, and teachers be better paid? ABSTAINER.

17. I should like, if it were proper, to ask Mattie Curl, to what extent the right of appeal may be granted to the school, in case they (the school) think an individual pupil has reported incorrectly? May each pupil be allowed the privilege of appeal upon the report of each other pupil? My greatest difficulty has been right at this point. I am heartily in favor of self-reporting, but feel that my own application of it has not been a complete success. BUCKEYE.

Dayton, O.

 ANSWER TO NO. 12.

In the April number of the JOURNAL, some one asks for a practical method of teaching Long Division. I respectfully submit the following method:

All scholars here come to a standstill, and it not unfrequently puzzles the teacher how to proceed. In my first efforts, although I did not fail, I did not succeed to my satisfaction, for the simple reason that I had adopted no regular plan. I have since worked upon the following method and, with the dullest scholars, have succeeded admirably. It is important that the pupil should thoroughly understand subtraction and multiplication. I will choose this example by which to illustrate the *modus operandi*. 68)16,184(. The first step is to learn how many figures of the dividend will be required to contain the divisor. Teach the pupil to do this by taking the divisor and the first figures of the dividend in this manner—68 into 1, 68 into 161. The pupil will at once see that it takes the first three figures. Drill him on this by giving numerous examples, always dotting the last required figure, as over the 1. The next step is to ascertain the number of times the divisor is contained in these figures of the dividend. Drop all the figures of the divisor but the first, and drop as many from this part of the dividend. You will then have 6 into 16, which is contained twice, but not three times. Therefore 2 is the first quotient figure, which brings the example to this—68)16184(2. Drill on this exercise as before, until understood. The next step is to multiply the divisor by this quotient figure, the dotted figure showing where to place the first figure of the product. Then we have 68)16184(2.

136 Explain to the pupil what would have been the result if a larger number than 2 had been used, thereby showing that the lower number (136) must always be less than the upper (161). After doing this part of the work correctly, drawing the line and subtracting

will be simple and easy. We now have this form—
$$\begin{array}{r} 68 \overline{)16184(2} \\ \underline{136} \\ 25 \end{array}$$

Show again what would have been the result if a less number than 2 had been used; be careful to have the pupil remember that the remainder must always be less than the divisor. Thus the pupil proves his work as he goes

along. After bringing down the next figure of the dividend, we have 68)16184(2 Explain to the pupil, using an illustration in short division if you like, that he has nothing to do with any of the figures except the divisor and the augmented remainder. Proceed as before with the rest of the example until all the figures are brought down.

In teaching this, leave the text books at the seat, using examples not found in them, and selecting examples that have no cyphers in the quotient, that being afterwards easily explained. W. L.

We submit the following:

1. Multiply the divisor by each of the nine significant figures.
2. Inspect products, and select largest possible, not in excess of dividends.
3. Column of multipliers will furnish quotients.

PROBLEM: Divide 5430 by 15.

Factors.	Products.	Operation.
15 x 1 =	15	15)5430(362
15 x 2 =	30	45
15 x 3 =	45	—
15 x 4 =	60	93
15 x 5 =	75	90
15 x 6 =	90	—
15 x 7 =	105	30
15 x 8 =	120	30
15 x 9 =	135	—
		00

EXPLANATION.

1. Teacher tells pupil to seek the largest product not exceeding 54, which is 45.
2. Quotient, as found in column of digits, is 3.
3. Subtracting and bring down next figure, we have 93. Repeat the operation, and thus continue till work is done.

This, in our opinion, cuts the gordian knot of the ever recurring and ever troublesome question, "How many times is divisor contained in dividend?" If it does this, the difficulty is removed; for here is the essential trouble.—EDITOR.

BOOK TABLE.

THE INDEPENDENT READERS, is a series of Readers by J. Maelson Watson, published by A. S. Barnes & Co., New York.

The First and Second in this series are in large open type, profusely illustrated with clear cuts well adapted, and attractive, to children. In the other volumes the type is smaller, cuts not so numerous nor so juvenile. The matter of these books seems well chosen. The gradation is well preserved. There are some good rules and suggestions concerning reading.

We dissent, however, from the proposed pronunciation of the, when not emphatic, *thu*. It is difficult to fix the exact quality of an unaccented word; but we shall be nearer the bounds of accuracy when we say the—short *e*, as in *net*, than when we say *thu*, short *u*, as in *nut*.

There is a slight attempt at the introduction of the phonotypic element. This is good, but it does not, in our opinion, go far enough.

On the whole, we believe these to be good books, such as will produce good results in the schools.

SCRIBNER'S MONTHLY for June contains about fifty illustrations, and is filled with interesting articles. Some of the ablest writers in the country contribute to its columns. The June number is fully up to the high standard of this magazine.

SPENCERIAN SYSTEM OF PENMANSHIP, IN AN IMPROVED FORM OF COPY BOOK. New York: Ivison, Blakeman, Taylor & Co.: M. R. Barnard, Agent at Indianapolis.

The above system of Penmanship is familiar to most teachers, and needs no review at our hand. We would, however, call attention to the new form of Copy Book. In this the sheets are detached, and are kept in a manilla paper envelop, which serves as a complete cover. The sheet on which the pupil is writing is drawn up out of the envelop which protects the unwritten part. When a sheet is written, it is taken out and slipped under all the others; this keeps the writing surface smooth and always of an even thickness, and as the sheet is slipped up, it saves the necessity of moving the hand down, which is not a small point in favor of this plan, as all writing teachers of will testify. This form seems to us to possess several advantages over the old form.

SHAKESPEARE'S MERCHANT OF VENICE. Edited, with notes, by W. J. Rolfe. New York: Harper & Brothers. J. M. Olcott, Agent at Indianapolis.

The above is a neatly bound little volume, well suited for either school or home reading. The notes are full, and will be of great service to any one not familiar with the times and places described in the book. Teachers of English literature will find this little book just what they want.

MESSRS. HENDRICKS & CRITTENDEN, 204 North Fifth Street, St. Louis, have in press, to be ready by July 1, "First Lessons in Physics," by C. L. Hotze, of the Cleveland High School. This is the first of a graded series of three books on Physics. The plan is inductive and comprises forty lessons—one lesson a week for the scholastic year. The book is designed for the higher grades of Grammar Schools.

THE *Living Age* is publishing serial stories by the author of "John Halifax, Gentleman," and by George MacDonald. Each number contains articles from the leading British Magazines, written by the ablest authors now living. The subscription price of this 64 page weekly magazine is \$3 a year. Littell & Gay, Boston, Publishers.

INDIANA SCHOOL JOURNAL

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NO. 7.

PSYCHOLOGICAL DEVELOPMENTS.

BY PRES. CYRUS NUTT, D. D.



THE SOUL, or MIND, denotes the spiritual part of our nature as distinguished from the physical or material. It includes the three great Departments—INTELLECT, SENSIBILITIES, and WILL.

The Intellect operates in various ways. These various modes of manifestation are called Faculties or Powers. These activities, according to more recent psychological writers, are divided into the PRESENTATIVE POWERS, including Sensation and Perception; the REPRESENTATIVE, Memory and Imagination; REFLECTIVE, Synthesis and Analysis; and the INTUITIVE powers.

The *Presentative Powers* are those which enable us to gain knowledge, presenting it for the first time to the mind. By sensation and perception we are made acquainted with the world, external and material. The ideas thus furnished constitute the elements of knowledge. The avenues of these elements are the five senses: seeing, hearing, touch, taste and smell. Through these we gain all the information we possess of the existence, qualities and relations of the objects around us in the material world.

The *Representative Powers* recall or present again to the mind our past experiences, like a panorama, sometimes with all the

vividness of living realities, at other times the outline is more dim and imperfect. This review of the past may or may not be accompanied by the recognition of the time and place when and where they occurred. In the former case it is called *memory*, in the latter, *mental reproduction*. Sometimes the mind analyzes and recombines these mental conceptions of the past in new wholes differing less or more from the real existence of the natural world. This form of mental activity is named *Imagination*.

The REFLECTIVE POWERS operate in two ways, or modes, viz: synthesis and analysis. Synthesis embraces abstraction, comparison, classification of objects according to their resemblances, giving them a common name. Analysis is the opposite process, reasoning from the whole to a part of that whole, as exhibited in the analytic syllogism.

The INTUITIVE FACULTY, as the phrase indicates, denotes internal perception. It is the power which the mind possesses of originating ideas of itself; such as space, time, existence, identity, cause, power, the cognition of the right, and of the beautiful.

The SENSIBILITIES, including the emotions, desires and affections, with the exception of those that are instinctive, follow the intellect, and are more or less, governed by it. Those which are instinctive, man possesses in common with the higher orders of the brute creation. The WILL naturally follows the intellect and sensibilities. We cannot exercise intelligent volition about any matter concerning which we know nothing, and about which we have no feeling.

THE ORDER OF DEVELOPMENT.

Of these mental powers, the *first* developed are the five senses. These are energetically and perseveringly employed in infancy and childhood. It is during this period that we learn the existence and character of the objects around us, and gain the elements of knowledge. All have observed the eager curiosity and ecstatic delight with which children examine every object, and explore field, brook and forest. These powers gain their full vigor very early in life. The sight is quick and searching; hearing, touch, taste, smell, are acute and perfect.

Following closely in the wake of these comes memory. The impressions made upon the mind through the senses are retained or recalled, and become materials for thought and for the play of

the imagination. The imagination begins its operations, serious or sportive, at a very early period. None can doubt this who have noticed the sports and the conversations of children. They see men and living forms in the coals burning upon the hearth, and beautiful fairies and palaces in the summer clouds. Thence memory and imagination follow, in the order of development, the perceptions of sense.

Closely connected with memory and imagination is found some exercise of the reflective power, especially that part which is called synthesis. This distinguishes the qualities of objects, cognizes similarities, and puts the objects, possessing them, together, thus forming classes. The child, at a very early period, begins to classify the objects with which it is acquainted, and applies common names or nouns. These early efforts at classification are sometimes erroneous, and not unfrequently ludicrous, as when the child mistakes the cat for the dog, or the cow for the horse.

Last in order is the Intuitive Faculty. This embraces, judgment, cognition of the axioms, as "The whole is greater than a part," "Things equal to the same thing are equal to each other." Judgment determines identity and diversity, equality and inequality. These distinctions lie at the foundation of reasoning and all logical analysis. The more general and abstract intuitions, as, existence, space, duration, cause and effect, and inductive reasoning proper, *come latest*. It is only when the mind has attained a good degree of maturity, that it performs the work of combination, gathers and classifies facts, deduces general conclusions, and discovers great natural and moral laws; examines forces, causes and agencies, and combining them, brings about intended results. These are the highest modes of intellectual activity, and constitute the true scientist and philosopher.

Another function of the intuitive power is the cognition of the Beautiful and the Right. This activity, with the emotions accompanying each, begins quite early in life, much earlier than many are inclined to think. These two principles of our nature are of great importance, involving the present and eternal welfare of the child, and demand the most careful attention of the educator.

For the attainment of the highest grade of manhood and womanhood, it is necessary that the activities of soul should be rightly and fully cultured. *The best education* is that which accomplishes this work in the best manner and in the highest degree.

TEACHING FORCE; OR THE POWER TO MOVE AGAINST RESISTANCE—I.

BY PROF. J. M. OLCOTT.

IT is a well known fact in mechanics that machines *create* no power, but only return that which they have received. The motion of a clock is produced by a weight or a spring; but it is the power of the human arm applied to stretch the spring or elevate the weight which is expended in the movement of the wheels and pendulum in twenty-four hours. A water-wheel sets in motion, in a mill, one or more millstones; in a foundry one or more hammers; in factories it communicates movements to looms, spinning machines and rollers. In all these instances the work performed by the water-wheel is due to the *force* exerted by the falling water on the buckets, which *sets* the wheel in motion; and this *force* must be greater than the resistance presented by the different machines in operation. The performance of the machine is *measurable* by this force, and *vice versa*.

Precisely so in the school-room, the *machinery creates* no power, and the "*power to move against resistance*," to energize, to put the mental machinery of others being into operation, constitutes *teaching force*. To *know* is an active operative. *Self-work* we know to be the necessary condition of self-advancement. We know that man's mental nature, as well as his physical, is developed by use, that "the determination of the pupil to self-activity" is the primary principle of education—but just how to set this mutual machinery in motion, we do not know so well. The work of a steam engine is executed by the movement of a piston upwards and downwards by the *pressure* of steam, just as a water-wheel is moved by the *pressure* of water. We know that the *cause* of this pressure is heat, which is derived from the chemical process of combustion, and is absorbed by water. It is *heat* which performs the mechanical work of the machine, and a mere artisan can put the machinery in motion. But it is not so with mental machinery. The *artisan* can do nothing with it. It requires an *artist*. Every one, at all conversant with the school-room, must have observed that certain teachers, (all true teachers) do generate a kind of *operative force* which can not be resisted, and as a sequence, a hundred miniature minds *whirl* from morn till night,

and a thousand little figures are kept in perpetual motion to gather the fruits of each day's work. It is the duty of every teacher to prepare himself to wield such power. But since the mental machinery can not be operated by means of material forces, it will be our aim to point out, if possible, some of the primary characteristics or qualifications of those who are competent to wield this kind of power.

First of all, as the basis of all other artistic acquirements, we mention *character*. The intellectual and moral character of the teacher is the *central* force about which all other forces must cluster. First of all he must be a man, intellectually and morally—*character* always tells—character is better than experience. A cultivated and commanding intellect, back of a pure and honest heart, may force into other's being a continuous stream of unconscious influence. Men jeer at and deride the most imposing *presence*, where it is not supported and sustained by the unseen, yet essential elements of greatness. While we willingly obey him that *can* govern, we *rebel* without remorse, against him who *would*, but *can not*. Like the frogs in the fable, we have a hearty dislike for "*king leg*." We want to see evidences of *innate* force in our rulers. In even a higher degree the same is true of children with reference to their teachers—they will not fail to do homage to the possessor of intellectual power, nor to respect moral worth. *Raw humanity*, uniastracted in letters, can not govern; it has no *influence*, no character. "It can not dig, therefore it is left to beg." The lowest degree of education has the least influence, and influence porportionately increases as higher mental culture is added. Education gives character and consequent influence. The degree of scholarship is an element of character. "A little learning is a dangerous thing." For the teacher, *fatal*. If he does not know it is little, *fatal* for the children. "Knowledge is power." Higher education, *more culture*, is a present demand of the teachers profession. Scholarship is at the bottom of character. But there are other elements of power, quite as essential to the teacher.

Progressiveness is an element of strength. A progressive spirit is one of the highest qualifications of a teacher. The real advantage which the progress of science confers upon the teacher is that of *generalization*—the condensation of knowledge afforded by constant improvements. It takes a generation of philosophers to

discover and demonstrate a principle which, in after times, a pupil learns in a single hour.

How can a teacher be progressive? A master said "if a man keep *cherishing* his old knowledge so as continually to be acquiring *new*, he may be a teacher of others." Progressiveness does not necessarily imply that all the old shall be cast away. In society we may cherish old acquaintances to aid us in forming new ones—but in making new acquaintances, if we forget the old ones, nothing is gained. It is not he that earns *merely*, but he that saves a *penny a day* that becomes wealthy. Knowledge possessed need not be cast aside to make room for the new. The tow-path of the old canal may serve a good purpose for a railroad bed.

The true spirit of progress is always commendable. It is anti-dogmatic. It is not boastful or presumptuous. It is *charitable*. A teacher imbued with the true progressive spirit, will allow other teachers to know somethings. He will concede that the children and their parents, and society also know somethings. The really progressive teacher will learn a new lesson of every child whom he meets.

"He that thinketh himself to be the happiest man in the world is very likely to be so; *Whereas* he that thinketh himself to be the wisest man, is likely to be the biggest fool." The spirit of *progress* is opposed to *bigotry*. Again and again, the demand is for young teachers, notwithstanding their little experience, rather than for those who have taught many years. Why? The young teacher brings zeal, freshness, progressiveness to his duties. He brings the brightness and hopefulness of the morning with him. The old teacher is too apt to rely upon well tried forms, established ways of doing things, which are absolutely *inelastic*. Tried ways are to him *absolutely* good, and he has as little power of adaptation as an Egyptian mummy. This need not be so; our profession ought to be kept soul and body together. We want growing teachers. "To let well enough alone" is not a safe adage for the teacher—the true teacher will widen his vision. The *growing* teacher will have increasing *faith* in what can be done. "That beld youth who climbed up the Natural Bridge, in Virginia, and *carved* his name higher than any other found, that when he had done so that it was impossible for him to descend, and that his only alternative was to go on and *scale the height* and find safety at the *top*." Thus it is with *all climbing* in the teachers

profession. *Every upward step makes another needful.* The want of this spirit has led to erroneous views concerning the end of education. For instance, the impression has prevailed that the *things* taught were of more value than the *personal* development secured. For the prevalence of this impression, teachers are themselves largely responsible. Relatively too much stress has been laid upon the ability of the child to stand the test of examination in reading, writing and arithmetic, and the rest—too little upon his ability to meet the *hard work* of life with a resolute will, self-reliant and patient; to be truthful when a falsehood may seem the more profitable; to be polite in the midst of boorishness; to be kind, considerate and benevolent when tempted, by love of ease, to be selfish and avaricious; to defend, if need be, the *right* against the thousand advocates of wrong.

We must think more of the *man developed* by the effort made in the acquisition of learning, than of the learning acquired. To know much of many sciences is desirable, but consciousness of ability to meet successfully all the demands that may be laid upon us is of *higher* value. The former is the result of instruction, the latter of discipline. We want *more discipline* in our schools.

DRAWING IN PRIMARY SCHOOLS.

BY H. B.



OUR series, methods, and guides for instruction in Drawing, whatever may be their merit, are, to a great extent, deficient in this respect, that they do not begin at the beginning. A correct and well considered beginning, of the greatest importance in whatever we undertake, is especially so in Drawing, which cannot be commenced too early, and is needed more in our primary grades than in the high schools or intermediate departments. Our object is not to train artists, architects or designers, but chiefly to develop in the child the faculties of perception and the ideas of order, size, arrangement, position, symmetry and proportion. It is doubtless true that proper instruction in Drawing might awake an appreciation of art and beauty in the masses; that many will acquire skill enough to

represent with ease and accuracy any needful combination of forms, and that many will discover in themselves a talent which may determine a future career, or at least become a source of unspeakable enjoyment as a recreation from other toils. But all these considerations are, only of secondary importance; and it is as a *means*, not as an *end*, that Drawing has claims of serious attention on the teachers of the common schools. As such it cannot be commenced too early, and should invariably precede all other studies. Bartholomew's series are excellent, and for higher grades they cannot be too highly recommended; but they begin where the work of a primary school might properly end.

The following plan for making Drawing an interesting and a useful work in our primary grades does not claim originality. It forms, in its general outlines, a part of an excellent system of primary education, suggested first by Frederick Froebel of Hamburg, and now widely known as the Kindergarten system, which has, during the last twenty years, made vast progress throughout the German States. While we do not commend the system in all its features, there is much in it that deserves the earnest consideration of all our educators. We have endeavored to adapt its system of Drawing to the want and nature of our public schools, and have tried it here for a considerable time with children of five, six and seven years of age. It has afforded many pleasant hours to both teacher and pupils, and the measure of success entitles us to recommend it earnestly to the attention of all our fellow teachers.

We can, of course, in these limits, give no more than a mere outline of the system; but this will suffice to convey to the teacher the idea of the plan, which she then herself may enlarge and elaborate.

Things necessary are: first, a large square on our blackboard, divided into a large number of smaller squares, as a township into sections. Second, similar and proportional squares on the slates of all the children; and third, long and well sharpened slate pencils—as many sponges as there are children, natural position, strict attention, and a teacher whose soul is in her work.

The long and sharp pencils should be insisted upon, for without these no neat work is possible. The sponges should all be fastened to the slates. The net on the blackboard should be painted like lines for musical notes, in order to make it permanent, for here

has for a long time to be our workshop. Red color answers best, because it gives the liveliest contrast with the white chalk lines. We have found it most convenient to make the sides of the larger squares four feet long, and those of the smaller ones two inches, thus dividing every side of our square into twenty-four parts, and the whole set into twenty-four by twenty-four, or five hundred and seventy-six smaller squares. To this the nets on the slates of our pupils should correspond—the sides of the large square being six inches long, and divided into twenty-four parts of a quarter of an inch each. These nets should be made permanent by being drawn with a knife or a sharp stone. Teachers will find this net on the slates of their pupils of great value not only in the Drawing lessons, but also in Arithmetic and the beginning of Penmanship.

The reason for using this net as a guide and as a trainer for eye and hand, will commend itself to every practical teacher. To draw accurately a straight line shows already great proficiency in the art of Drawing. The necessary practice is generally too monotonous; the children weary with trying and want pictures, and here the difficulties multiply, while the skill of the hand to execute is but little increased. On the other hand, a child who, with educated and discriminating eye, but unskilled and awkward hand, sees, as the result of its labors, a combination of lines which afford the eye no pleasure, suffers unspeakable mortification. All this will easily be avoided by our net work, which will afford to eye and hand the guide which both need. In the shallow furrows which divide the squares the pencil will easily move, while the eye is enabled to follow the straight and inclined line through single, double, to the fifth length, and thus the child learns to compare, to measure.

We will confine ourselves in this article entirely to the straight vertical line. The straight line! How tedious, how monotonous a work it is, practising to draw a straight line; but the teacher will be surprised to find how interesting for herself and her children she can make this wearying work, and how to both it may become a source of great pleasure and improvement.

THERE is sum phokes in this world who spend their whole lives a hunting for righteousness, and kant find enny time to praktiss it.—*Josh Billings*.

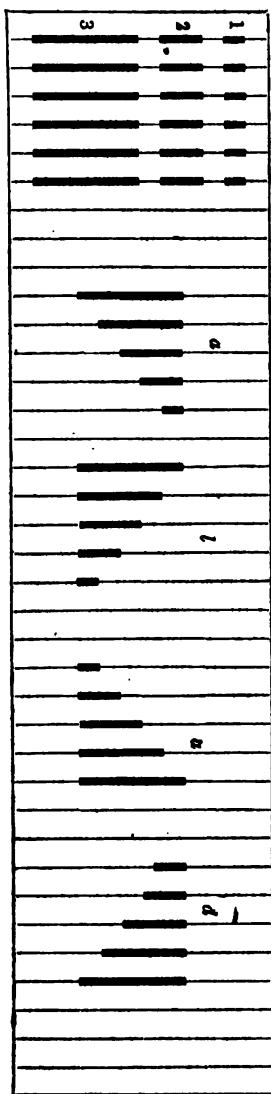


FIG. I.

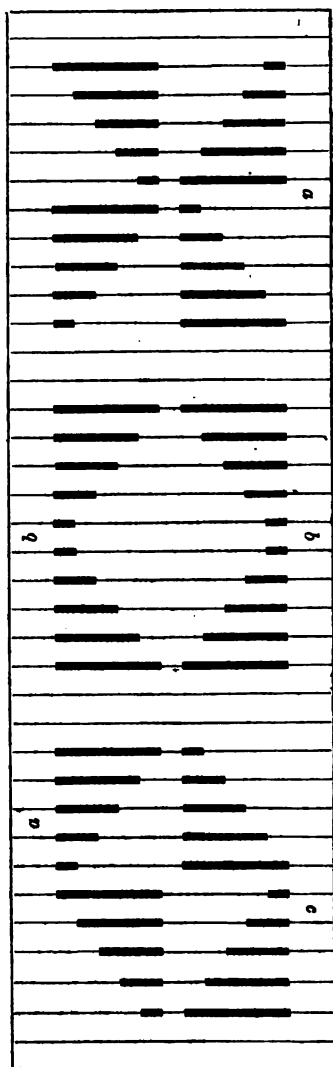


FIG. II.

First Step.—Lines of different lengths. *Comparison.*—Begin with drawing the line of single length. (Fig. 1. 1.) The teacher will work on the blackboard. Let it be drawn both ways, first downwards, then upwards. Great care should be taken that the horizontal lines as limits are exactly observed. The teacher

should, from the beginning, prevent the pupils from erasing their work without permission; never allow the moistened finger to follow the slate pencil. Terminating points should be sharply expressed, and the line be of equal size throughout. The child may cover its whole square with lines of single length. Then follow the second, the third, the fourth and the fifth length, all of which should be carefully practised—both ways, upwards and downwards.

Second Step.—The same, but after dictation. The teacher herself will now not draw on the blackboard, but the children will follow her oral directions. Draw a line of single length downwards; or, children, draw a line of the fifth length upwards, &c. This is an excellent exercise for both eye and hand. The child learns to see correctly, to compare, to measure. Strict attention and simultaneous work necessary. In order that the child may be fully conscious of what it is doing, let it frequently explain: "I draw a line of single length upwards," or, "I am drawing a line of fifth length downwards," &c. Appropriate language should always keep pace with the work: "What *did* you do?" "I *drew* a line of single length," &c.

Third and Fourth Steps.—Our five lines of different lengths combined. This will convey to the child the idea of the rectangled triangle. It may be done in four different ways, as shown in cut 1, a, b, c, d—for with either line, the longest or the shortest, we may begin at either side, the right or the left, and in length either increase or decrease. And, secondly, the common base from which the lines begin may be either above or below. The child should be led to understand and to see fully the difference and the similarity in these four forms, and, as before, should produce them, at first by imitation, the teacher working on the blackboard: then by full reproduction, the teacher dictating. Pupils will soon commence to compare what they have thus produced to objects of nature or art. Some will call their triangle a flower-stand, others a stair-case; still others an amphitheatre. These comparisons should always be encouraged by the teacher.

Fifth and Sixth Steps.—Our four different triangles combined into symmetrical figures.

A great variety can of course be produced, and the invention must be left with the teacher, with due room for the invention of the child. We give in our cut only three of the most simple:

Fig. 3.

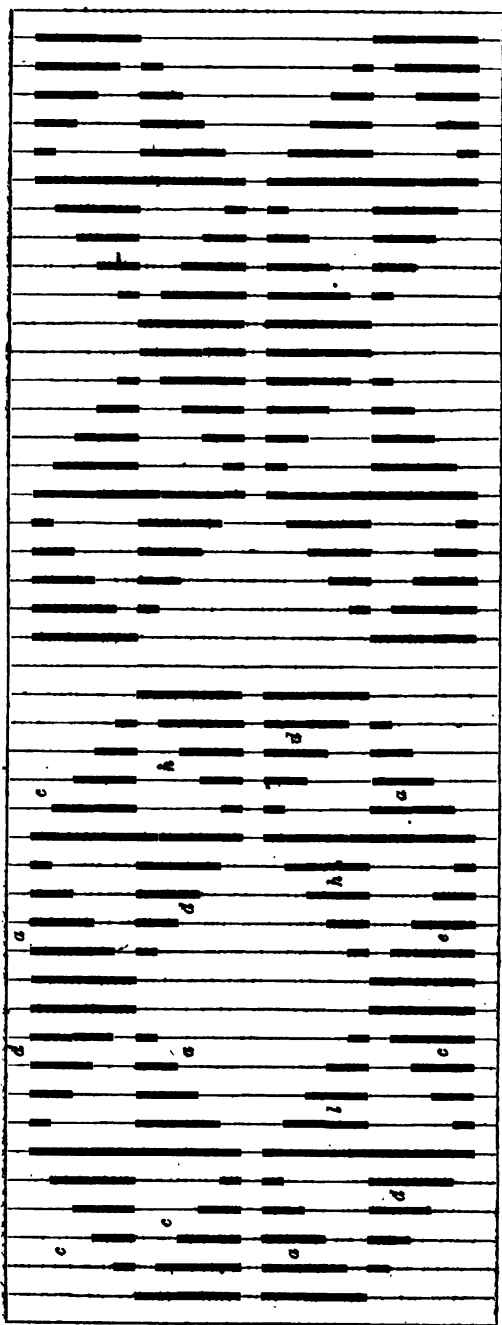


Fig. III.

combinations. Let them be drawn systematically, first in imitation of the pattern on the board, or simultaneously with the teacher; then from memory or after dictation; finally, let the children be encouraged to original invention.

We will indicate a few of the simplest combinations:

1. The four triangles joined together with their right angles. A full square will thus be produced.
2. The triangles inverted, right angles outside. Hollow square. (Fig. 1, b.)
3. The angles of the vortex in the center (hour-glass).
4. The oblique angles of the base in the center.
5. The triangles in circular arrangement, as in fig. 1, a—star.

A sixth form may be produced by the inversion of the fifth, forming its corresponding opposite. Take away its left half and join it on the right of what was till now the right half, and you have cut 2, c. Inversion of this, &c.


The number of beautiful and symmetrical combinations which may be produced by different arrangements of our four triangles is indeed a large one, and vastly may it be increased when we begin to apply each more than once. In the two combinations on the third cut each of the four elements, is four times represented, as indicated by the letters. Many, not less beautiful and symmetrical, may easily be invented by the teacher, and the children will delight in their reproduction. Again, it should be remembered that till now only the rectangled triangle has been used as an element. Apply, instead of that, first the obtuse angle, then the oblique-angled triangle, and new fields of invention will open before teacher and pupil.

Many a pleasant and useful hour may thus be spent on the practice of the straight line, even before the oblique line is introduced. About this new element and its use in our primary schools, more in another article.

A GARDEN is a beautiful book, writ by the finger of God; every flower and every leaf is a letter. You have only to learn them—and he is a poor dunce who cannot, if he will, do that—to learn them and join them, and then go on reading and re-reading. And you will find yourself carried away from the earth by the beautiful story you are going through.

A GREAT DEFICIENCY.

BY REV. EDWARD WRIGHT.


ERE the writer called upon to state the one grand deficiency of our teachers, it would be not that they do not know, and cannot promptly say that "proportion is an equality of ratios, and that in every proportion the product of the means is equal to the product of the extremes." These and similar propositions may be affirmed with more or less accuracy; but the grand defect is, the general and great want of literary culture—the almost entire neglect of mental and moral discipline. There are doubtless defects, in many cases, in professional learning; but this is the cause of causes—the prolific source of deficiency. It has been said that reading makes a full man; conversation, a ready man; writing, an exact man. Our teachers, generally, are deficient in every one of these. They read and observe little, and do not acquire material for thought. They think little on what they read, and observe, and therefore express themselves with restraint and little fluency. They write little on useful topics, and therefore do not become exact. It is often the case that teachers who can pass a respectable examination in the curriculum of school studies, betray a lamentable deficiency in the meaning of words, the structure of language, and the knowledge of important and interesting facts in literary history. Deficient culture is the cause. The worn-out lands of the agriculturist will furnish rich and abundant crops as readily, as such teachers will prove useful and interesting in their work. Want of time, want of means, and, most of all, want of disposition, perpetuate this evil. In the present age of literary activity, when the press groans with its periodical and occasional issues, it is unpardonable, in a teacher, especially, to suffer his mind to remain torpid. It betrays a want of affinity with the spirit of the age. "Life without letters," said a great and good man—"life without letters is death." If this be so, how many dead teachers may be found in all our schools! Was this enthusiasm? Without some such enthusiasm as this, whatever may be our powers, or the range of our observation, we shall be of little service to our generation. That poet was a true poet who said: "Mind unused is existence; used, is life." Are there any teachers to whom a spirit of fidelity

requires us to say : You are a tolerated instrument—used because for the present we cannot, perhaps, do better ; but designed to be thrown aside when an instrument meet for the Master's use can be found ? You are so, if you are not living men and women. " Life without letters is death." You are not in sympathy with the age. Milton, the glorious old bard, lived for you ; and you know nothing about him. Cowper wrote his " Task " for your moral edification and delight ; and you know not who he was, or where and when he lived. Akenside penned his " Pleasures of Imagination " for your refinement, excitement, and delight ; and you have never pored over it until your soul kindled with rapture, and you were thoroughly roused to a life of mental and moral action. Shame—shame on such teachers as these ! With facilities of improvement all around you ; with a refining current literature ; with educational journals pressed upon you ; with county and district libraries furnished, without cost, for your benefit, by the liberality of the State—you yet content yourselves with knowing that eight and ten are eighteen ; and this, or something like this, limits the range of your powers. And now, perhaps, you may inquire : Whom do you mean to hit by these sweeping remarks ? We mean you, if you refuse to subscribe for the SCHOOL JOURNAL until you find you can get five per cent. on your grade of qualifications, with the additional twenty or twenty-five cents per day, which such a premium will bring you. We mean you, if you need, at the point of the sword, to be urged on in the pursuits of letters. We mean you, if the accumulated dust of your district libraries proclaims your disgrace and the people's disgrace. In the dust of those libraries you may read, and in the solemn utterance of many voices you may hear : " Thou art the man ! "

A GOOD story is told of a late College President near Boston. On one occasion the students substituted a large dictionary in place of the Bible at the morning devotions. On opening the book he at once saw the situation, but he said nothing, and proceeded to the prayer, which he prolonged for an hour. The students got out of all patience ; but they appreciated the sly remark of the venerable President on his retiring, that he " found all the words he needed in the volume they had placed on his desk. "

RECITATION.

BY W. O. BARNETT.

N a short essay it must not be expected that one can elaborate in detail all the important points connected with the subject of Recitation; hence, we shall touch only a few of the more significant features.

Recitation has three great objects:

1st. It acquaints the teacher with the attainments of the pupil, and enables him to know the exact wants of every student. It requires no elaboration to show that the teacher should be thoroughly acquainted with the ability and the wants of his students; and as he can attain this knowledge in no other way, it is obvious that recitations are necessary.

2d. Recitations act as a stimulus to the pupils. The presence of the teacher, the thought of arising before the class, and knowing that all will hear what he may say, inspires the student to prepare a lesson better than he otherwise would; hence, recitation secures more perfectly-prepared lessons.

3d. Recitations should be a means of correcting pronunciation, articulation, and modes of expression; it should be a means of mental culture, lingual culture, and all that gives force, correctness and elegance to expression. For attaining these great objects, nothing can be more effective than well-conducted recitations. To secure the greatest good from recitations, it is essential that the strictest order and attention be maintained.

"Order is heaven's first law," and it is as necessary in the recitation-room as in the council halls of the nation or the holy sanctuary. Many teachers have failed to accomplish their work successfully, simply from the want of that happy faculty of preserving order. It is impossible to succeed without order; hence, some suggestions in regard to the means of securing it may be valuable.

1st. A recitation should never begin till perfect attention has been secured. The teacher who calls his class and begins recitation while confusion, talking and inattention prevail, will surely fail to interest or profit the students; the recitation will be confused, monotonous and uninteresting, both to teacher and pupils. After the recitation has begun, it is necessary that it be conducted

so as to retain interested attention throughout; and here the skill of the teacher is made manifest.

2d. The old foggy system of hearing pupils recite in order, as their names stand on the roll, should be forever forgotten, and promiscuous questioning established in its place. What student, under the old system, has not coolly calculated that he would be called to-morrow to solve a certain problem, and knowing that he will not be called to-day, idles the hour away, paying but little attention to the recitation? On the other hand, if the class recites in irregular order, all are expecting to be called next, and hence attention can be secured by this method when all else fails. Then the teacher who would have perfect order—who would arouse the mind to activity, and make the recitation pleasant and interesting, must dispense with the old way of rotation in questioning.


3d. If the teacher would have his pupils manifest an interest in recitation, he must be interested himself. He must be alive to the work; and all his skill should be employed to make the recitation interesting. To accomplish this, he must not confine himself solely to the text-book, but he should be free to see and hear the class; he should present clear and forcible modes of illustration, and all his skill should be employed to invent all means of exciting the attention of the class.

Space will not permit us to discuss the benefits of, or objections to, the various modes of recitation. Suffice it to say, we believe the catechetical and concert methods are best in primary schools, and that topical and written recitations are excellent for thoroughness and discipline in more advanced schools. Promptness and perfection should be the motto of every teacher.

THE best and the worst of characters are built up of littles. No one ever lived, however bad or good, whose life consisted of great deeds alone. As great buildings are erected of small stones or smaller bricks, so men's lives are composed of small thoughts and deeds. The wise man, in the Bible, uttered a great truth when he said, "The little foxes spoil the vines." Beware of little vices, little sins, little acts of wrong, and cultivate little acts of kindness and love, and a beautiful character will be the rich reward.

WORD METHOD—REPLY TO PHONO.

BY T. O.

INCE our brief article in the March number of the SCHOOL JOURNAL, in defense of the *Word Method* in teaching Reading, seems to have been the subject of criticism, both with respect to its literary merit and its facts or logic, we ask the forbearance of the readers of the JOURNAL while we inflict one more article for our defense and the edification of our distinguished and worthy friend Phono.

The world will not care what he or I may say, except as we drive at the main points. To say much at this late day in defense or condemnation of the *Word Method* in reading, would be as ludicrous as to write a labored article in defense of the *use* or *dis-use* of the Sewing Machine or Reaper. They are a success, and the best farmers and seamstresses will have them. For the benefit, however, of teachers who have had no opportunities of testing the *Word Method*, we desire to notice more minutely some of its advantages.

By our first proposition, we meant to convey the idea that the advantages of the *Word Method* over the *Alphabetic*, consist in the fact that words become the medium of thoughts to the child's understanding. That through this medium his intelligence is immediately reached, and his interest excited; and seeing the *use* of words in conveying thoughts, he becomes willing and anxious to learn new words. The perceptive faculties are first in order of development. He is taught in his first lesson the outline of words, and sees in them a means by which he can talk and acquire new ideas, and is pleased. Is not this Nature's plan? We first learn to distinguish objects from their forms as a whole, not from a knowledge of the parts of which they are composed. Neither words nor letters have any meaning or use, except as they become the representatives of ideas. The names of most of the letters bear no resemblance to the sounds they represent in words.

The phonetic alphabet is based on the true system; each of the forty-three letters representing one elementary sound. Phono should endorse this system, or change his signature.

There are three ways of teaching a child to read. The *Alphabetic*, which is first to learn the alphabet, and then to spell his

way through the books. The second method is the *Phonetic*, or learning to read and spell by sound. The third is to learn to name words, first from their forms and connection in a sentence. In our judgment every intelligent teacher will blend these three methods in all his teaching in the following order: first, the words which present the thoughts; second, the sounds heard in those words; third, the letters by which those sounds are represented. The first step is to gain the attention and fill the child's mind with ideas by the use of words which he has heard. Give them such words as they need to represent their ideas. Long words are often easier to learn than short ones. With large classes Webb's Dissected Cards will economize time. They may also be used with great advantage in teaching Grammar. We would also use the black-board, and require the pupils to copy on their slates. Drill them daily in the elementary sounds, and none will stutter or be found defective in articulation. From the commencement criticise their pronunciation and forms of speech. Make them natural, as well as grammatical, in their conversation. Teach them to spell orally and by sound, and as early as possible depend much upon *writing words*, as one of the surest ways of becoming good spellers.

We have already said that the best method will fail in the hands of a poor teacher. Children who are taught to read by the old process of oral spelling, are constantly stumbling and pronouncing *saw was, on no, though thou, through thought, &c.*, and they never can become intelligent readers until the use and meaning of words, as well as their forms, are made the prominent thing.


Negatively, then, the Word Method presents no obstruction. Affirmatively, it makes more intelligent readers, by observing the natural order: first, ideas and words; second, elementary sounds; and third, letters.

Our knowledge of this is based upon our own experience, and not on the assertions of others. If Phono is vain enough to think the mere denial of a proposition is proof, then he has gained the question. On the question of Grammar or Rhetoric, I imagine neither party has anything of which to boast. Is it elegant to say anything is "bad in *both* grammar and logic?" His definition of the Word Method is about as clear as *mud*. He says: "The Word Method is based on the fact that the printed word

has a specific form, and as such may be regarded as an arbitrary character standing for the spoken word." He says, also, that the printed word bears no resemblance to the spoken word; and then affirms that the letters are a key to the word. Is this true? Does he attempt the *proof*?" Our article is already too lengthy, and we forbear to notice other points equally erroneous.

We have no prejudice or hobby in this question. But we would say to teachers who may not have given any attention to the *Word Method*, that the best test is experience; and it is unwise to condemn a thing that we know nothing about. No other branch of science and no attainment in art stands higher than that of good reading. Make use of all the appliances, in order that this valuable art may be attained.

GOOD HEALTH AN ELEMENT OF SUCCESS.

T is no exaggeration to say that health is a large ingredient in what the world calls talent. A man without it may be a giant in intellect, but his deeds will be the deeds of a dwarf. On the contrary, let him have a quick calculation, a good digestion, the bulk, thews and sinews of a man, and the alacrity, the unthinking confidence inspired by these, and, though having but a thimbleful of brains, he will either blunder upon success, or set failure at defiance. It is true, especially in this country, that the number of centaurs in every community—of men in whom heroic intellects are allied with bodily constitutions as tough as horses—is small; that in general, a man has reason to think himself well off in the lottery of life if he draws the prize of a healthy stomach without a mind, or the prize of a fine intellect with a crazy stomach. But of the two, a weak mind in a herculean frame is better than a giant mind in a crazy constitution. A pound of energy with an ounce of talent will achieve greater results than a pound of talent with an ounce of energy. The first requisite to success in life is to be a good animal. In any of the learned professions a vigorous constitution is equal to at least fifty per cent. more brains. Wit, judgment, imagination, eloquence—all the qualities of the mind—attain thereby a force and splendor to which they could never approach without it. But intellect in a weakly body is "like gold in a spent swimmer's pocket." A mechanic may

have tools of the sharpest edge and highest polish, but what are these without a vigorous arm and hand?—*Western Home Journal*.

CHAPTERS FROM NATURE; OR OBJECT LESSONS—III.

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BIRDS.



AMONG the beautiful things of nature, few are more beautiful than birds. Flowers and bird songs are wedded symbols of purity and sweetness. Many, with Milton, have said in thought if not in words:

"Sweet bird, that shun'st the noise of folly—
Most musical, most melancholy."

And others with Shakspeare—

"This bird of dawning singest all night long."

And still others with Solomon: "The flowers appear in the earth; the time of the singing of birds is come, and the voice of the turtle is heard in the land."

The bird has become truly historic. The Scriptures abound in allusions to birds. Says David: "How say ye to my soul, flee as a bird to the mountains?"

The evangelist, in describing the baptism of the Savior, says: "He saw the heavens opened, and the Spirit like a dove descending upon him;" and the Savior, in describing his own homeless condition, said, "The foxes have holes, and the birds of the air nests, but the Son of Man hath not where to lay his head."

David beautifully and plaintively says, "Oh, that I had wings like a dove, then I would fly away and be at rest!" Numerous other allusions are made in the Scriptures, and to other birds, as the swan, the swallow, pigeon, raven, eagle, and others; but want of space forbids notice.

In more modern times the eagle has become a great favorite. In many instances it has become the national emblem. All students of history are familiar with the Roman eagle carried at the head of Caesar's conquering columns. It was at one time the emblem of the Byzantine empire, of the Polish, the German, the Russian, Prussian; of the French under Napoleon I, and it has always been the proud emblem of America. The king of birds and king of beasts—the eagle and lion—have for centuries symbolized the two great nations of earth, America and England.

Franklin regretted that the bald eagle was chosen as our emblem, on account of his dishonesty. Audubon, the ornithologist, quotes him as follows: "For my part, I wish the bald eagle had not been chosen as the representative of our country. He is a bird of bad moral character; he does not get his living honestly." These are grave charges against our royal bird, and if true, he ought to reform or resign.

Of the beauty, habits, physiological structure of birds, I have space to speak but briefly. The migratory habits of certain classes of birds is a matter of much interest and instruction; the aquatic habits of others; and the domestic habits of still others, is matter of interest and curiosity. The cellular structure of the bones, and their immediate connection with the lungs, whereby they may be filled with air, is a most remarkable feature in the physiology of the bird. No other animal like it. When God made "the fowl that may fly above the earth in the open firmament of heaven," he wisely fitted it for this condition, not only by giving a light body and strong pectoral muscles, but relatively large bones full of air cells. (Everywhere we see the wisdom and goodness of God).

Of the beauty of birds, both in form and plumage, poets and naturalists have been telling us for ages. Volumes have been written on this, and volumes more might be. The beauty of the ostrich feather is proverbial. The elite and wealthy of all nations seek it. In Europe a single feather often sells for thirty dollars. The ostrich feather stands at one end of civilization and the eagle feather at the other. The ostrich feather represents the cultivated European; the eagle feather the savage American, the Indian.

Of all birds nosed for beauty of plumage, perhaps none surpasses the Oriole, the Bird of Paradise, and the Peacock.

The Oriole is a small bird, with a clear but mellow and slightly plaintive note. The body of the European Golden Oriole is of a clear, brilliant yellow color, the wings of deep black; the tail feathers black with yellow tips shading off to white.

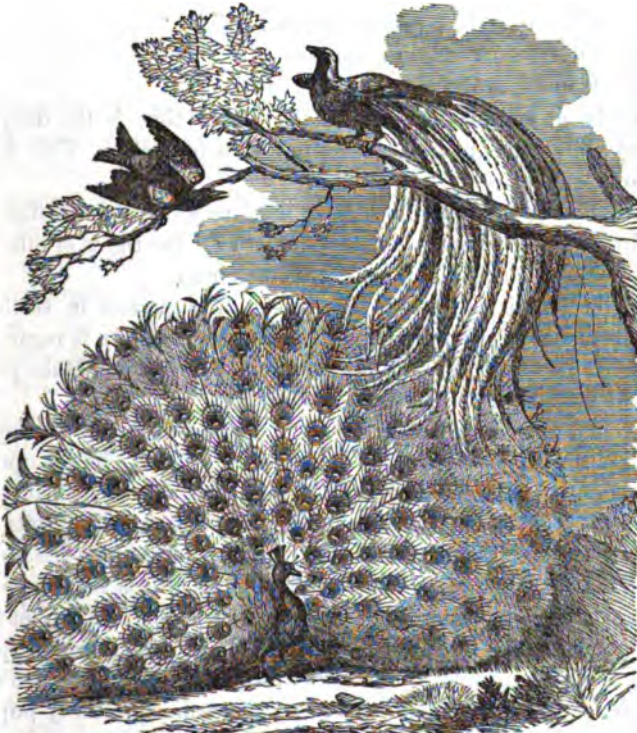
The Bird of Paradise is found in New Guinea and adjacent islands. It is about the size of a common pidgeon. The head and throat, in color, are pale golden; the fore part of the neck green golden; the back, wings and tail chestnut; the head chestnut, melting into purple. The natives call this bird *Burung-Dervata*, "Bird of the Gods." They tell many fabulous stories

of it; that it ever remains suspended in air; that it feeds on the mourning dove; that it came direct from the terrestrial paradise, and other kindred statements.

The Peacock is most gorgeous of all. In the words of another, "We find, in their incomparable robe, all that glistens in the rainbow and sparkles in the mine—the azure tints of heaven and the emerald of the field." Added to this, is the most symmetric form, and the most graceful movements. It seems the very blended essence of beauty in color and form.

All who love the beautiful are thankful for these and the thousand other beauties that a beneficent Providence has furnished man, to delight his eye and refine his soul. Let us accept all and be grateful.

Below we give a cut representing the Oriole, the Bird of Paradise, and the Peacock.



From Mitchell's New Physical Geography, published by E. H. BUTLER, Philadelphia.

ON THE FORMATION OF HABITS AND THE DEVELOPMENT OF CHARACTER AT SCHOOL.—III.

BY PROF. WM. T. PHELPS.*



IN suggesting practical methods for cultivating correct habits at school, we begin with the cardinal virtue of

I. PROMPTITUDE AND REGULARITY IN ALL THINGS.

These methods can only be briefly indicated here, since to enter into minute details, in respect even to a single habit, would occupy as much space as can be given to the discussion of all of which it is proposed to speak in this article.

This habit is to be formed in respect to—

1. School attendance.
2. Class movements.
3. Class exercises, recitations, etc.
4. Observance of study hours.
5. General movements and exercises.

To be at school every day at the proper time is the duty of every child belonging to it, when in a state of health. This duty is to be enforced—

1. By appealing to the noblest motives which it is possible to address; to the sense of justice; a regard for the rights of others; self-respect; and a high-toned sense of honor.

To be late is to disobey the orders of superiors in station. Disobedience of orders in the military or naval service is regarded and treated as a crime. It is no less so in civil life. Make your pupils feel and act upon this sentiment.

2. By subjecting delinquents to inconvenience and to proper penalties when necessary, for each case of failure to be prompt in attendance. Let the doors of the school-room be closed at nine o'clock. Let one of the older and more trustworthy pupils be detailed as an "officer of the day," and let him admit the tardy ones only at a particular door, and detain them in a waiting-room until the opening exercises of the school are ended. Then let the delinquent squad be subjected to the inspection of the Principal, and to such admonition or penalties as he may deem it best to administer. It is sometimes customary to recompense tardy pupils *in kind*; that is, to detain them after school to study two minutes for every one of delay in the morning. There is no injustice in

this, and if strictly carried out it will have a happy influence in abating a great evil.

3. *Commend those who are prompt and regular.* Speak often and highly of this virtue. Cite such notable and illustrious examples as Washington, who, like "time and tide," waited for no man beyond the appointed hour. Extol it as one of the noblest attributes of true manhood and womanhood. Above all, exemplify it in your own life and conduct.

In class movements, let your classes be moved by signal, both to and from the class-rooms. These signals should be quick and sharp, and your pupils should be trained to obey them with all the precision and accuracy of a military drill. Among the higher grades in a school there should be a "class officer" for each class. He should be selected for general good conduct and fitness to command. When the time for an exercise has closed, it should cease instantly. The class officer having the time in his charge, will, as soon as the assigned period has closed, give the command to the class to "stand," and then to "pass" or "march," when each one in order passes to his regular seat in the school-room. Too much stress cannot be placed upon these orderly and prompt movements. They influence the whole character, and as "habits are gregarious," they will generate orderly practices in other directions.

In class exercises. Here the teacher must be the inspirer and motive power. He must be master of his subject and of the occasion. He must have a plan of conducting his exercises so clear that it is patent to all. His own part must be performed with promptitude and precision, and he will be in a position to compel corresponding action among his pupils. Let him remember, always, that whatever secures the *practice* of right habits *confirms* them and makes them an *element of character*.

In study hours. Assign a time for study hours, as well as recitations, upon the programme. Give to each class and to each study its appropriate time, and then see that the right work is done by all at the right time.

In general movements and exercises. Allow no confusion. Let your school be so thoroughly organized that you can move the whole or any part of it with celerity and precision. Let your classes be formed into companies, with an officer for each. When movements are to be made, let them be made by companies at

the word of command or by signal. *Pride your classes to rally rapidly by companies to assigned positions at a moment's warning.* Precision, promptitude and regularity come by drill, by practice. They will not come spontaneously. Hence every school should be organized and conducted on modified military principles. If masses either of children or adults are to be moved rapidly and safely, there is but one plan by which it is possible, and that is the systematic or military plan. This does not necessarily imply severity. That discipline which is not precise, approaching perfection, is worthless, because it is slipshod and demoralizing. In no country is strict discipline at school more needful than in our own, for nowhere is the lesson of prompt and exact obedience more important in youth, as well as in adult life.

II. ORDER AND SYSTEM IN ALL THINGS.

The methods already indicated will apply in this case also. The well ordered school will teach order at every step. Orderly movements in all cases, orderly studies, orderly exercises, will necessarily compel orderly habits among all who are subjected to their influence. Here, also, the example of the teacher is of the first importance.

III. CLEANLINESS OF THE PERSON AND OF THE SCHOOL SURROUNDINGS.

It is scarcely necessary that space should be occupied in detailing plans for enforcing habits of neatness. They are too obvious to require statement. Nothing can be more out of place or excusable than filthiness in the school-room or among its occupants. It costs nothing to be neat, except a little labor. Begin, then, by exemplifying neatness of person, and following it up by enforcing it upon your pupils. Provide the necessary aids to this work. Require the free use of clean water, clean towels, clean drinking utensils. Keep the school-room clean at all hazards. It is not necessary to suggest how this is to be done. The teacher who has not yet learned the ways and means for this end, should be sent to a good laundry and thence to a bath-house! If your pupils come to school with dirty hands and faces, send them home with clean ones. If they come with dirty clothes on, dismiss them at night with a gentle hint. A school-room and its surroundings kept persistently clean and orderly will be a silent yet powerful incentive to every child to go and be likewise.

IV. CAREFULNESS IN ALL THINGS.

It is not speaking too strongly to affirm that carelessness is, in most instances, a crime, and in its larger manifestations it should be so treated. There may be excuses for ignorance, but for carelessness never. Nothing should be more assiduously cultivated at school than its opposite—carefulness. Whatever is attempted to be done there, should be *well* done. Hence let care be enjoined and enforced in every exercise, mental or physical, oral or written. Let a repetition be demanded, in case of negligence, until the task assigned is completed with care. By persistent attention to what each child does, and to his manner of doing it, every teacher who is so disposed will find abundant opportunities, not only for eradicating bad habits, but initiating good ones—carefulness as well as others.

V. RESPECT TOWARDS EQUALS AND SUPERIORS.

The practice of good manners should be systematically enforced in every school. All the usual tokens of respect should be observed at school, not only in the intercourse of the pupils with their teachers, but with each other. The custom of formally saluting each other on meeting in the street or on the school premises is an excellent one, and we see no good reason why it should not be insisted upon by the teacher until it becomes a confirmed habit. Boys and young men should be taught to give the military salute, easily and gracefully, and to practice it towards all with whom they come in contact, while under the authority of the teacher. A set time should be assigned for considering and putting in practice those rules of conduct which govern the intercourse of rational beings in a refined and cultivated society. It is a legitimate part of school work, no more to be neglected than the lessons in language or mathematics.


The occasions and methods of forming good habits at school are almost innumerable, and they will readily occur to those teachers who can bring themselves to perceive and feel the importance of the work to the well-being of their pupils and to the peace and good order of society. That the main strength of our schools should be spent in attempts to cram the intellect with the contents of the text-books, to the neglect of character culture, is a proposition too preposterous for serious consideration. The world wants noble men and women, able to *act well* the part assigned to

them, and not merely to conjugate the Greek verbs or repeat the demonstrations of Euclid.

If these few hints in the direction of a better *training* of our children and youth shall result in drawing attention to this grave defect in American education, I shall feel that I have not written in vain.

NOTES OF TRAVEL IN EUROPE.

BY MRS. J. G. KINLEY.

UNDAY morning we started for Lindau, stopping at Augsburg for dinner, then slowly moving on to the Land of Glaciers. All the afternoon the distant snow-capped mountains of the Tyrolese range were in view, and our cheeks were fanned by the cool, invigorating breezes which had so recently kissed their glittering summits.

As we entered Lindau, the last rays of the setting sun were just tipping the waves of Lake Constance, and all the scenery about us was so calm and beautiful, that our first impressions of Switzerland were gloriously fulfilled by after experiences. In the morning we steamed out by the huge Bavarian Lion, for a trip across the lake, which was as quiet and still as a bed of burnished silver. On the other side we took the cars for Coire. Our Swiss tour was now fairly begun, and we wound through the mountains following up the Rhine to its upward home, passing verdant fields and vineyards of luxurious vegetation. We breathed the delicious atmosphere peculiar to that climate, and felt that we were inhaling the far-famed Elixir of Life. At noon we reached Coire, an old Roman village, which hangs high upon the mountain side, and is the capital of the Grisons. We engaged a carriage, driver, and two horses, at an outlay of two hundred francs, for a four day's ride over the Splugen and St. Bernadine passes, returning by the St. Gothard pass to Altorf, on Lake Lucerne. It is useless to travel in Switzerland in a diligence unless one can have an outside seat. Nothing is to be seen from the inside, and even the coupe is not as comfortable for sight-seers as it ought to be. It is always preferable to hire a carriage and thus control your own movements, otherwise much of the granduer of the scenery is lost.

Our first stop was at Reichenau where Louis Phillippe, afterwards King of France, taught school in his younger days. Here the two Rhines, the Hinter and Vorder, meet and go on their way to the sea. We rode up beside the Hinter Rhine, through the wildest and most rugged scenery we have ever seen, enjoying its dashing waterfalls and erratic leaps and tumbles. It roars, and plunges, and foams; just as only a mountain torrent can. The Rhine has a grand beginning and glorious ending. It is born among glaciers and eternal snows, preserving its individuality until it loses itself in the German ocean. The mountains towered above us and awful precipices yawned at our feet, while the views were ever changing, ever grand, and always glorious. At noon, leaving our driver and carriage behind us at Thusis, to follow at leisure, we walked on to the via Mala, and were awestruck with the awful grandeur and savageness of the road. It is a narrow gorge between the mountains, through which the Rhine rushes with a roar like thunder, and the traveler hangs over a fearful abyss for four or five miles. Above, the cliffs tower to the height of from ten to twelve hundred feet, and often the light of day scarcely penetrates into the gloomy defiles. Ferns nod to the soft lichens, and a few flowers greet an occasional sunbeam with trembling joy. Just as we were about to enter a dark tunnel, with the water trickling down its mossy sides, our carriage came up, and we were glad to rest on its ample cushions. Until evening we rode through the wildest scenery, and at night lodged near the top of Splugen. The climate had changed since morning, and we were quite cold in our alpine hotel. The snow lay about us in fields of glittering, sparkling glory, as we wound up these dazzling heights in the early morning sunlight of another day, and it was a novel sensation to pass so readily from frigid cold to tropical heat, for at noon we were dashing along into the regions of figs, olives and pomegranates. Behind us lay the eternal snow, before us the fertile fields of almost tropical splendor, and, with the thermometer at 90°, we dashed into Bellinzona. How different the Italian side of the Alps from the northern side! We were amid the beautiful fields of tropical magnificence, but the inhabitants looked sad and dirty. Goitre prevailed to an alarming extent. One-third of the people we met had either a lump on the neck, partially concealed by a scarf, or an enormous skinny pouch hanging down, guiltless of an effort at concealment,

and many an idiotic stare gave evidence that goitre was not the only malady the people were familiar with.

Honey, rich and luscious, was abundant, but failed to sweeten the acidity of the bread; but the grapes were delicious, and we had no reason to complain of our fare.

Leaving behind us the vine-clad hills, we once more took our upward flight to the home of the glaciers and waterfalls, through the St. Gothard pass. How we enjoyed the savagery of the journey, and how excitedly we picked our way under large, overhanging rocks, that seemed to wait only for the slightest touch to topple them down upon our defenceless heads. Every step presented new views to our eager eyes, and we lived a newer life in this glorious glacier land. Up, up, through the Val Fremola, and on to the battle-field of Suwarrow, which is marked by a slab of granite bearing the inscription, "Suwarrow victor, 1799," we reached, at last, the summit. It is hard to imagine armies fighting upon such a spot, so nearly perpendicular that travelers find but uncertain footing upon its rocky surface. On the top of St. Gothard are four small lakelets, from which the Rhine, the Rhone and the Ticino start out on their various routes. The Rhine goes on its glorious way through the German Fatherland to its northern home. The Rhone finds fitting sepulchre, after its fitful meanderings, in the Gulf of Lyons; and the Ticino wells itself to the Po and goes on to the Adriatic in its combined embraces. Gloriously grand and picturesque are these mountain views, and braced up by the invigorating air, the tourist lives a life of enchantment, and sighs when he leaves the snow-crowned regions of sublimity for the common place level of daily life. High up in places almost or quite inaccessible to human feet, and far above the traveler's gaze, adventurous cows scale dizzy heights to crop the tender grasses shooting from crevices between awful cliffs. Every spot of ground is cultivated with careful thrift, and perpendicularly inclined gardens are far more fashionable than level ones. The wonder is that some of the heavy rains do not wash off both crops and soil, leaving the bare, desolate rock to the despoiled peasant. The lack of cultivatable land is so great, that it is not an uncommon thing to see rocks, which have fallen from the mountain's side, covered with earth by some industrious hand and crops of potatoes, and other vegetables, growing upon them. No fences bound the little, fertile spots, the old men, women and

children, being used for that purpose. They watch the cows and goats, keeping them upon tiny patches of meadow, with a skill and tact that entirely abridges the necessity of either fences or dogs.

Rattling down past the Devil's Bridge, which spans a cauldron of seething foam, we come to Altorf, the scene of William Tell's exploits, memorialized by a splendid statue of the apple-shooting hero, and late in the afternoon we reached Husle, on Lake Lucerne. Our trip was ended but we immediately planned another, and rested only for a new day to usher in its inauguration.

"THE INVERSION OF DIVISORS."



BEING interested in methods of teaching arithmetic, I always give particular attention to articles published upon that subject in the educational papers of the country. In the June number of your JOURNAL I find an article with the above caption, in which the writer discards as unsatisfactory and difficult of comprehension, a method of solution which is based upon sound mathematical principles—principles that are intuitive in their character, and hence of the utmost reliability.

In teaching *Simple Division*, a few principles of quite general application should be *clearly demonstrated* and *thoroughly comprehended*, among which I will mention those which form the basis for an explanation of the division of one fraction by another, viz.:

1. Multiplying the divisor divides the quotient.
2. Dividing the divisor multiplies the quotient.
3. Multiplying the dividend multiplies the quotient.
4. Dividing the dividend divides the quotient.

In the study of fractions, the pupil should be *fully impressed* with the truth that every fraction is an expression of division, in which the numerator is the dividend, the denominator is the divisor, and the *value of the fraction* is the quotient.

The pupil who thus comprehends the true nature of fractions, will be able to master any of the difficulties which the study of the subject may present. He will do it, not because of anything *new* he has learned in fractions, for when *Simple Division* is comprehended, fractions present nothing new to the pupil.

Any of the subjoined methods for dividing one fraction by an-

other may be used and understood by every pupil whose previous training has been systematic and thorough.

1. $\frac{3}{8} \div \frac{3}{8} = \text{what?}$
 The divisor, $\frac{3}{8}$, equals $\frac{1}{2}$ of 2.
 $\frac{3}{8} \div 2 = \frac{3}{16}$. [Prin. 1.]
 $\frac{3}{8} \div \frac{1}{2}$ of 2 = 3 times $\frac{3}{16}$, or $\frac{9}{16}$. [Prin. 2.]
2. $\frac{3}{8} \div 1 = \frac{3}{8}$.
 $\frac{3}{8} \div \frac{1}{2} = 3$ times $\frac{3}{8}$, or $\frac{9}{8}$. [Prin. 2.]
 $\frac{3}{8} \div \frac{3}{8} = \frac{1}{2}$ of $\frac{3}{8}$, or $\frac{3}{16}$. [Prin. 1.]
3. $1 \div \frac{3}{8} = \frac{8}{3}$.
 $\frac{1}{2} \div \frac{3}{8} = \frac{1}{2}$ of $\frac{8}{3}$, or $\frac{4}{3}$. [Prin. 4.]
 $\frac{3}{8} \div \frac{3}{8} = 3$ times $\frac{3}{16}$, or $\frac{9}{16}$. [Prin. 3.]

By comparing the quotient thus obtained with the dividend and divisor, we observe that the same result would have been secured if the dividend had been multiplied by the reciprocal of the divisor.

N.

TERRE HAUTE, IND.

A SHARP wheat buyer in Solano county, California, seeing quotations slightly advanced, telegraphed to his principal to learn if he should buy at quotations. The answer came, "No price too high!" On the strength of the omission of the comma, he bought two hundred tons, which he was obliged to sell at a loss of \$1 per ton. A comma after "No" would have saved that loss. So much for punctuation.

A VERY curious method of trying the title to land is practiced in Hindoostan. Two holes are dug in the disputed spot, in each of which the plaintiff's and defendant's lawyers put one of their legs, and remain there until one of them is tired, in which case his client is defeated. In this country it is the client, and not the lawyer, who puts his foot in it.

SYDNEY SMITH once gave a lady two and twenty receipts against melancholy; one was a bright fire; another to remember all the pleasant things said to her; another to keep a box of sugar plums on the chimney-piece, and a kettle simmering on the hob.

OFFICIAL DEPARTMENT.

INDIANAPOLIS, April 27, 1871.

HON. M. B. HOPKINS, State Supt. Pub. Inst., Ind.:

DEAR SIR:—I would be glad if you would answer the following questions, officially, in the *School Journal*:

1st. Can the trustees of an incorporated town form a partnership with the township trustee, for the erection and maintenance of a graded school, for the joint benefit of both parties?

2d. When an incorporated town is unable to build a school house and maintain a grade school, and persons without the corporate limits of the town are willing to assist, how can this be effected, that they may enjoy the benefits of the school?

DANIEL HOUGH.

Answer:

The Attorney General has decided, (June 10, 1869), that "the statute does not authorize a graded school house to be built in common by two distinct corporations. As bearing on this point, see Sec. 157, as also Sec. 13."

2d. By transferring those persons residing without the corporation to the corporation. (Sec. 16, School Law.)

1st. The school house can be built by issuing bonds. (Act March 11, 1867, School Laws, p. 57. But the tax directed to be levied in Sec. 3d, will not extend to the property and polls of persons transferred, because it is levied and collected by the authorities of the corporation, and no exception is created to the general rule of the extent of a tax; and by the levy of a special school tax. (Sec. 12, School Laws.) This tax will extend to the property and polls of persons transferred. (Sec. 13, id.)

2d. The school can be maintained—

1st. By the school revenue received from the State and county.

2d. By levying a local tuition tax. (Act March 9, 1867.) Whether this tax will extend to the property and polls of persons transferred to the town, I have referred to the Attorney General, whose opinion is as follows:

ATTORNEY GENERAL'S OFFICE,
STATE OF INDIANA, June 3, 1870. }

HON. MILTON B. HOPKINS, *Superintendent Public Instruction*:

DEAR SIR:—Your official communication has been received. Your proposition is as follows: "Does the tax for tuition levied by a township, town or city extend to the property and polls of persons transferred for school purposes to a different township, town or city?"

By the act of March 9, 1867, the trustees of civil townships, incorporated towns, and the Common Councils of cities, are authorized to levy annually

a tax, not exceeding twenty-five cents on each one hundred dollars of taxable property, and twenty-five cents on each poll, for school purposes.

Under the act of March 6, 1865, for the purposes of convenience and accommodation, any person, so wishing it, by request made to the trustee, at the time of the enumeration of children, may be transferred to an adjoining township, town or city. When so transferred, and any tax is levied in any such township, town or city, in conformity to law, for school purposes, he must pay a sum equal to the tax so assessed against him, computing the same on the property and polls liable to tax in the township, town, or city where he resides, according to the valuation thereof by the proper assessor. Such is almost the language of the statute under which the transfer is authorized. In default of such payment he is debarred from educational privileges.

This transfer, it seems, for educational purposes completely takes him out of the township, town, or city where his property is, and he acquires such privileges in the place to which he is removed, only by the payment of the tax assessed, according to the provisions. Payment of such tax releases his property from the special school charges of the place of his residence.

Default in such payment leaves him just as he stood before the transfer, subject to the school tax of the place of his residence; but being misplaced in the enumeration he is, perhaps, entitled to school privileges no where until his restitution has become as complete as his voluntary alienation. He became delinquent only at the place of his residence. The law simply gives him an election of place for the purpose of convenience; in no case does it release him from the tax assessed for school purposes.

Very respectfully,

B. W. HANNA, *Attorney General*.

When a town incorporates, the trustee of the township in which the town is situated should divide the special school and local tuition tax with the town, and the basis of division should be the assessment of property in the two corporations. If the taxes have not been paid the township trustee, the auditor should make the division.

Letter to Jas. A. C. Dobson, of Brownsburg, Hendricks County:

The division of such taxes according to assessment of property in the two corporations has been approved by the courts of Putnam county.

Letter to Howard Williams, of Daviess County:

June 13, 1871.

HOWARD WILLIAMS:

DEAR SIR:—Your favor of the 8th inst. is received. You ask my opinion of the following case: At their regular meeting, in the month of April, the Board of Trustees of the town of Washington elected three School Trustees. This Board of School Trustees failed to qualify. Afterwards the City Council of Washington elected another Board who qualified immediately thereafter. The old Board claim the last Board of School

Trustees are illegally appointed, and that they are the Trustees to the city of Washington—no successors to them having been elected.

The first appointment by the Board of Trustees was legal, being done in accordance with the law; but the second was illegal, because they had no power to make such an appointment; for our Supreme Court has decided in the case of the Town of Williamsport vs. Kent, 14 Ind., 309: "That where a power is given by statute to a corporation, and a time fixed with-in which that power shall be exercised within the time, or the power is gone."

The first appointed Board of Trustees failing to qualify, there was a vacancy; and the law expressly confers the appointing power in such a case, on the County Auditor. Sec. 6, School Law. The old Board, having no successors elected and qualified are the legal Board, until the County Auditor appoints a new one, and until such appointed Board qualify according to law.

The following persons have consented to work in the County Institutes during the summer: President, Wm. A. Jones; Lewis Jones and Nathan Newby, of the State Normal School, Terre Haute; Hon. B. C. Hobbs, Bloomingdale, Parke Co.; D. E. Hunter, Peru; Wm. A. Bell, Indianapolis; Sarah Morrison, of Indianapolis; James Hopkins, of Kokomo; A. M. Gow and Mr. Zellar, of Evansville, and H. H. Boyce, of Franklin. County Examiners desiring their services can correspond with this Department or with the parties themselves.

The State Board of Education met at Bloomington, at the State University, on the 27th of last month. Present, A. C. Shortridge, A. M. Gow, J. H. Smart, Dr. C. Nutt and the Superintendent of Public Instruction. The committee appointed to revise the questions, rules and regulations of the Examination for States Certificates, not being ready to report, the subject was postponed until the meeting of the Board in September next. The Board directed that questions on the eight branches required by the Law, be sent the Examiners monthly, for the examination of the teachers in their respective counties. These questions will be prepared by the different members of the Board, monthly, so that no Examiner need use the same questions twice.

MILTON B. HOPKINS,
Supt. Public Instruction.

EDITORIAL—MISCELLANY.

WE would hereby state to our readers that there will be no August issue of the JOURNAL. The reasons are that both the editors expect to be out of the State at time of issue; both are teachers, and, like other tired teachers, feel the need of rest; and both expect to do some institute work in vacation. We hope our readers will concur in this arrangement. The usual amount of matter will be given in the eleven numbers. In the eleven issues of last year, we gave several pages above the average of our contemporaries. In order to shorten the interim, the July number will be issued later than usual, and the September earlier.

WITH pleasure we call attention to the variety and practical worth of the contributed articles in this number. Not intending invidious distinctions, we may be allowed to call special attention to the article on Drawing. The author is recently from Germany, is a skillful teacher, and has practically applied what he here presents. We are pleased to be able to state that this article will be followed by others of a like practical character.

Dr. Nutt's article contains principles and definitions of special value to every teacher. Every teacher, however primary in grade, should know something of Mental Philosophy. 'Tis rather difficult to deal skilfully with mind and not know its laws.

CHANGE OF TEACHERS.—One of the evils in our public schools is the frequent change of teachers. The evils arising from this cause are known to all; hence, we do not present them here. We pass to notice some of the causes, and to try to suggest a remedy:

Prominent among the causes is the belief that mere change is progress. Many patrons, and some trustees, have a vague notion that if two schools interchange their poor teachers, each will be the gainer. This is very like the case of two boys who traded jack-knives all day with each other, then both declaring they had made money. As a rule, the teacher, good or bad, is better in the old school than in the new. There are exceptions, but they are only exceptions and not rules. A change in belief will, therefore, most likely be promotive of change in practice.

Second, the failure of trustees to employ teachers at the close of the school year, is another fruitful source of change. The custom with many, yea, with a majority of trustees, is to allow teachers to leave at the close of the school year, giving them little or no intimation as to employment. As a rule, the teacher would be glad to remain, and the trustee desires the same; but, yielding to custom, or to procrastination, he says; "Time

enough yet." The teacher leaves the neighborhood to attend an institute, or to visit friends, and having no knowledge of the trustee's wishes, finds and accepts another position. Toward time of opening the fall term, the trustee begins to look around for this teacher; and, much to his surprise and disappointment, finds that he or she is employed. A new teacher must be employed. Thus change is a necessity, i.e., under this management. Let trustees, therefore, do what is better for themselves, for teachers, and for schools, namely; employ at close of year all the teachers of their present corps, whom they desire for the coming year. This done, the number of changes will be greatly reduced.

Without pursuing this subject farther, our exhortation is, that trustees, teachers and patrons should firmly but prudently set themselves against these frequent changes. Let all bear in mind (1) that change is not of necessity progress; (2) that in well-managed and prosperous schools changes are less frequent. In Boston, New York and Philadelphia, teachers begin in youth and grow old in the same schools.

W EXTEMPORE SPEAKING.—I.

We intend no eulogies on extempore speaking. This would be an easy task. Assuming its importance granted, we direct our attention to a more difficult phase of the subject, namely: How is it to be attained?

1. As a principle, good talking is the germinal of good speaking. This comes first, and, as a rule, may be developed into the second. We shall begin, then, with talking. This article will aim to show how we may conduct

A TALKING EXERCISE.

As this is a school-room exercise, it will usually be conducted by classes.

1. Assign a theme. (a) This theme must be within the comprehension of the class; (b) must be given beforehand so as to allow reflection.

2. The exercise may be at close of recitation, when time permits; otherwise it must be an independent exercise.

3. It need not occur at regular periods, like lessons, nor need it be of fixed length. Freedom in this is better than mere form.

4. Let the work be as nearly voluntary as possible, no member being called by teacher, unless he or she positively declines to take part. In the latter case, the teacher may call the pupil, as in recitation.

5. If confusion arises, from several wishing to talk at the same time, let the recitation rules be applied, namely: the raising of the hand, and the designation of speaker by teacher.

6. In some cases, time of speaker will have to be limited; especially will this be the case after some skill is attained.

7. One speaker at a time, all others silent; and, as far as may be, attentive. One quality of good talking is good listening.

8. Each speaker to stop when he has done. When he commences moving in a circle, that is, repeating what he has already said, teacher should

promptly stop him. When off the subject, the same rule applies. Many a long sermon or speech might be brought within reasonable length if some monitor dared to arise and say, "Sir, you have given that already;" or, "You are off the subject." Let children be taught to hold to the theme, and avoid repetitions. This will teach them to quit when done.

9. *Readiness of utterance.* Let the aim be to break up all hitching, clearing throat under pretense, merely waiting for a word or a thought.

10. *No repetition of words.* Let none say, *all—all—men, have—have—have—a* desire for immortality. This is habit, and a very bad one; and it often mars the speech, otherwise interesting, of practiced speakers.

11. *Good language.* Appropriate words, so far as can be commanded, slang and coarse words all rejected. Good grammar, so far as pupils are acquainted with same.

12. *Clear enunciation.* No mouthing, no sputtering between the teeth, as if spitting sibilants in the face of an enemy.

Correct pronunciation. Teacher must be prompt and exacting in this. He must correct all, or refer to the class for correction. Correct pronunciation is a prime excellence. All should learn it.

Position. Confidence will be secured more easily by sitting. Many men fail to talk in public, because they have never learned to think on their legs. The fact of rising embarrasses them. After a short practice, the pupil rises. When this is done, we reach the department of attitude and gesticulation. The consideration of these is deferred to a later period.

15. *General Remarks.* (1) While this exercise should, in some sense, be recreation, the teacher will need all his skill. Careful preparation beforehand on the part of teacher is indispensable. (2) The writing of the theme on the board will help wandering minds to "stick to the text." (3) If half the above conditions could be learned, and practiced in after life, much improvement would be secured in conversation. This would be compensation sufficient, if the department of public speaking were never reached. (4) This exercise is practicable and interesting. Please try it. In next article we will give our experience in a grade above this.

FREAKS OF ETYMOLOGY.

While that branch of etymology which relates to the derivation of words is both valuable and interesting, it has some freaks. In some cases, the root meaning conveys too much, in others too little. These conditions may be illustrated by such examples as the following:

The etymology of *subtract* is *sub*, under, and *trahere*, to draw; hence, to draw under. This expresses too little. It gives one side of the thought, namely, position, but not operation. This position is the same in subtraction, multiplication, and addition. In each case, we write one number under another—

$$\begin{array}{r} 6 \ 6 \ 6 \\ 4 \ 4 \ 4 \\ \hline 2 \ 24 \ 10 \end{array}$$

The root meanings, therefore, fall short; the element *take from* not being expressed.

In *prevent* we find a greater departure. The roots of this word are *præ*, before, and *venire*, to go; hence, to go before. The reverse is often true: we often help by going before, and hinder by going behind. The teacher helps his pupil by going before him in the branches he would teach. Hindrances sometimes come from behind. The army that has left an unconquered enemy in the rear, may be as much hindered by that enemy as by a like one in front. An old foggy hanging on to the coat-tail of progress, is as much a hindrance as two fogies in front elbowing backward.

The Methodist Discipline retains this word in its original meaning, thus: "We have no power to do good works, pleasant and acceptable to God, without the grace of God by Christ *preventing* us." The minister in reading this passage, generally explains the word preventing, by giving its root meaning, i. e., *going before*, and in the sense of helping. The etymology of this word falls far short of prevent, or hinder.

In *partial*, the root *pars* denotes a part; hence, partial is that which affects or relates to a part. This meaning is indicated in such expressions as a partial view—a partial comprehension of the subject—embracing only a part. But when we apply it to the agent, we have an entirely different meaning; as, the teacher is partial to some of his pupils—the judge is partial in his decisions. Here we mean that the teacher has favorites; and as a consequence, shows his favoritism in an unequal administration—punishing some less severely for the same offense than others. The partial judge lays lighter penalties for the same offense on some than on others.

It may be claimed that this meaning roots itself back in the primary idea of part, thus giving a leaning or a bias to one part more than to another. But a little acumen will show two ideas instead of one; namely, a *part* and a *bias*. But a part is not a bias, nor is a bias a part; nor is the one the necessary accompaniment of the other; hence, the etymology does not reach the secondary meaning. Pope's and Locke's lines show the true meanings: Pope—"All partial evil is universal good." Locke—"Self love will make men partial to themselves and friends."

Again, in the words *biology* and *biography* we have a singular exhibit of generics and specifics. Biology, from *Bion*, life, and *λογον*, discourse, or science, means the science of life. The definition of this word, it will be seen, is as broad as the term life—a wide comprehension; but the next word, made up of roots of equal comprehension, is singularly narrow. The roots of biography are *Bion*, life, and *γραφειν*, to write; hence, to write life, or about life. Displacing the verbal element by the substantive, we have a writing about life. Thus, a writing about life and a discourse about life, would be equally broad; but such is not the case with the latter. It shrinks from the almost boundless scope of life in general, to the narrow limit of a *life*—one life. Biography is, therefore, the history of the life of one person; says Webster, "of a particular person," whilst biology is about life in general, whether man, brute, insect, or fowl; one is narrow and specific, the other broad and generic.

We give but one other example, namely: *educate*. The roots of this word are, *e*, out, or out of, and *ducere*, to lead; hence, to lead out. This is a favorite and appropriate application of the word among teachers. We educate the mind when we lead out its powers; i. e., develop them, thereby increasing their activity and strength. Following this etymology, the postillion, recently from a foreign country, and better acquainted with Latin than with English, says he will *educate* the horse from the stable, and put him into the carriage; i. e., *lead him out of the stable*, &c.

A strict adherence to etymology in this and kindred words, might give the following: The dentist *elicits* the patient's tooth; the lawyer *extracts* the evidence from the witness; the general *educes* army from the fort; and the hackman *induces* his horses into the carriage. Thus it would seem that etymology is, at times, a little freakish.

PERSONAL.

D. ECKLEY HUNTER.—It seems that D. E. Hunter is about to resign the superintendency of the schools of Peru, or at least about to decline to hold the place at the present salary. We are not in possession of facts sufficient to warrant opinions. We therefore give place to the following handsome compliment given Mr. Hunter, by the Peru *Republican*:

"He is the only Superintendent that has remained in charge of the schools sufficiently long to adopt and carry successfully into operation a complete system of grading. He is entirely and devotedly a Public School man, has no ambition to become anything else, but is very desirous of excelling in that—his chosen profession. Then, too, Mr. Hunter is a man pre-eminently useful in society. He is the head of the Young Men's Christian Association, the Mission Sunday School, and is among the first in sustaining every enterprise which tends to promote morality or christianity. We fear the School Board will find it a difficult matter to employ a Superintendent who is at the same time so generally useful. The community will feel severely the loss of Mr. Hunter, and for ourselves we sincerely regret his going."

It is to be regretted that a larger number of teachers do not merit the compliment "pre-eminently useful to society." We like this most of all, and sincerely wish that many others would strive for the same usefulness. Why should a teacher, perhaps the best educated man in the community, shut himself up like a snail after leaving the school room?—shunning the Sabbath school, the literary club, the town meeting, and sometimes, even, the social circle. Let teachers, as others, help to bear the burdens of society, and help the world forward in every good word and work. In brief, let every teacher remember that he is a *citizen* as well as a school-master.

W. H. WILEY AND TEACHERS.—The Terre Haute School Board recently passed the following complimentary resolutions concerning Superintendent Wiley and his associate teachers:

"WHEREAS, The time has arrived when the present Board of Trustees of the Common Schools of Terre Haute are about to retire from office and sever their official connection with Prof. W. H. Wiley, Superintendent, and his able corps of teachers; therefore, be it

Resolved, That in the two years in which Prof. W. H. Wiley has been Superintendent of our schools, he has discharged his duties with fidelity, ever laboring to promote their usefulness and advance their interests, and the public satisfaction to-day in their management is the best evidence we can offer for his official conduct.

Resolved, That the teachers under his charge are entitled to our warmest thanks for the faithful manner in which they have discharged their respective duties."

J. M. OLCOTT.—The June number of the *Illinois Teacher*, in alluding to Prof. Olcott's resignation of the Superintendency of the Jacksonville Schools, says, "It is a source of regret that the schools have lost the services of so good a man, and one whose services are so much needed. * * Prof. Olcott was made the recipient of a gold watch and chain from the teachers of Jacksonville."

We are truly glad to hear our fellow laborers thus commended. The "well done, thou good and faithful servant," is a boon to the earnest and honest laborer. May we all hear it; if not in this life, at the portals of the next.

SUPT. HOPKINS AND THE JOURNAL.—We close this list by an extract from the *Laporte Herald*, concerning Superintendent Hopkins and the JOURNAL:

"The INDIANA SCHOOL JOURNAL for May is on our table. We are much pleased with Supt. Hopkins' Salutatory. We trust that we shall be enabled to receive further light from his assistance. He has started with a good platform. The articles in this number entitled "The Unburied Dead," and one by W. J. Button, Assistant Superintendent of Schools in Indianapolis, on constant talking by the teacher in the school room, are alone worth the subscription price for a year."

E. H. STALEY is re-elected Superintendent of the Frankfort schools—has accepted; J. T. Merrill, Superintendent Lafayette schools; J. M. Strasburg, Principal of High School, Lafayette; J. W. Caldwell, Superintendent, Attica; D. A. Irwing, Superintendent, South Bend; Benj. Wilcox, Principal of High School, South Bend; J. K. Walts, Superintendent, Elkhart; James Baldwin, Superintendent, Noblesville; John Cooper, Superintendent, Winchester; George W. Lee, Superintendent, Bloomington; J. C. Housekeeper, Superintendent, Seymour.

SCHOOL REPORTS.

From Examiner Wright, of Monroe county, we learn the following:

1. The Trustees in the county, in convention with the Examiner, recently decided that wages and scholarship should go up. (This is a happy union. Wages help scholarship, and scholarship wages. Let them go up together.)

2. The number of teachers licensed within past year, 90: For six months, 7; twelve months, 24; eighteen months, 35; twenty-four months, 24.

3. One-sixth of these have been for longer or shorter periods, under the instruction of the Examiner, an earnest and able teacher.

4. Average length of schools, 124 days, 6 1-5 months.

5. Average daily wages: Male teachers, \$1.50; female teachers, \$1.27. These wages ought to go up, unless teachers are utterly incompetent.

CITIES FOR MAY.

CITIES.	No. Enroll'd.	Average Be- ginning.	Average At- tendance.	Per Cent. of Attendance	Cases Tardy.	No. not Tardy	Not Absent.	Names of Sup'rntend'nts.
Evansville.....	3,795	2,900	1,768	92.5	913	.....	.....	A. M. Gow.
Peru.....	.....	468	480	94	.....	457	119	D. E. Hunter.
Franklin.....	515	489	473	97.1	21	452	410	H. H. Boyce.

No other reports sent. Again we say, please send, and on time.

NORMAL INSTITUTE.

Arrangements have been made to hold an Institute in the city of Kokomo during the entire month of August. Efficient instructors in all matters connected with the successful management and teaching of public schools will be in attendance. The following experienced teachers have already agreed to take an active part in the Institute: Hon. Milton B. Hopkins, Superintendent of Public Instruction; W. A. Bell, Principal of the High School of Indianapolis; John O. Hopkins, Professor of the Greek and English Languages in Howard College; J. M. Moulder, a practical Normal teacher; Alexander O. Hopkins, Professor of Mathematics in Howard College; and James I. Hopkins, Professor of Elocution.

The exercises will be interspersed with Drills in Vocal Music, Elocution, and Light Gymnastics.

President Jones, of the State Normal School, has been invited, and will probably be present part of the time.

Extensive arrangements are being made to accommodate a large number of teachers, and to make this one of the most successful Institutes ever held in the State. Very little can be accomplished in an Institute of one week. Then let every teacher who possibly can embrace this excellent opportunity to increase his efficiency, raise his wages, and elevate the dignity of his calling.

Lectures on various topics of interest will be delivered during the Institute, by eminent men.

All expenses for the entire month need not exceed twenty or twenty-five dollars. For any further information, address Professor A. C. Hopkins, Kokomo, Indiana.

The Spring Term of the State Normal School, at Terre Haute, closed the 27th of June. The term was a profitable one. Eighty-six students were in attendance, and the majority of them are among the best of the country and village teachers. Many of them intend to return and take the Elementary Course of two years. The services of our Normal students are already being sought by our graded schools.

The next, or Fall Term, will open on Wednesday, September 6th, and continue fifteen weeks. An *Institute Class* will be formed at the beginning of the term, for the special benefit of those who expect to teach during the winter.

The Model Schools connected with the Normal are well organized, and under trained teachers. In these schools are offered advantages for observation and practice under the criticism of competent teachers.

Good board is now obtainable in Terre Haute at \$2.50 to \$4.50 per week. All who desire more explicit information can obtain it by sending to the President, W. A. Jones, for a catalogue of the Institution.

ALL students proposing to enter the State University for the first time are examined in the common school branches. Some are not admitted.

THE OLD-FASHIONED METHOD OF SPELLING.

The late Horace Mann, in one of his official reports, gives an amusing and forcible illustration of the radical defects of the old method of teaching the letters.

"Will the names," inquires Mr. Mann, "will the names of the letters Kappa, Omicron, Sigma, Mu, Omicron, Sigma, make the word Kosmos? And yet these letters come as near making that word, as those given by the Rev. Ottiwell Wood, at a late trial in Lancashire, England, did to the sound of his own name. On Mr. Wood's giving his name to the court, the judge said:

'Pray, Mr. Wood, how do you spell your name?'

To which the witness replied, 'O double-T, I double-U, E double-L, double-U, double-O, D.'

In the anecdote it is added that the learned judge at first laid down his pen in astonishment; and then, after making two or three unsuccessful attempts, declared himself unable to record it.

Mr. Palmer, from whose Prize Essay this anecdote is taken, gives the following account of the manner in which children were taught to read the first sentence in Webster's old spelling book: En-o, no; emm-ai-en, man; emm-ai-wy, may; pee-you-tee, put; o-double-eff, off; tee-aitch-ee, the; ell-ai-double-you, law; o-eff, of; gee-o-dee."

Extract from Horace Mann, as quoted in Southern Qr. Rep., Jan., 1845.

W.

METEOROLOGICAL OBSERVATIONS FOR MAY, 1871.

MADE AT THE STATE UNIVERSITY.

Temperature..	{ Highest (Sunday, 18th).....	97°5'
	{ Lowest (Sunday, 7th).....	32°
	{ Mean for the month.....	65°7'
Barometer.....	{ Highest (Thursday, 18th).....	29.384 in.
	{ Lowest (Wednesday, 3d).....	28.917 in.
Rain.....	{ Amount in inches.....	1.76 in.
	{ Number of days in which rain fell.....	11
Cloudiness.....	{ Number of days clear (sun not obscured).....	10
	{ Number of days total cloudiness (sun not visible)...	3
	{ Mean for month (proportion of sky covered).....	.45
Humidity.....	(1 denotes entire saturation of the air).....	.52
Pevailing winds.....	.....from the South.	

In May, the Superintendent of Public Instruction apportioned \$1,198,594.59 as tuition revenue. This is to be expended for the teaching 618,834 children, less than \$2 per child. The full apportionment will carry this to near \$2.50 per child—an increase over former years, but by far too little.

The sources of this revenue: Taxes, \$931,854; interest on School Fund, \$75,899; income from liquor license (the price of *blood*), \$47,759; unclaimed fees, \$59.30.

The Town Council of Bloomington has passed an ordinance for the issuing of \$20,000 of bonds, for the purpose of building a school house. Surely the fulness of time has come for this advanced step.

PLACE WANTED.—Joshua Lilly, of Pierceton, Kosciusco county, desires a position in a Secondary or Grammar Grade. He gives Judge Carpenter Col. Dodge, and Rev. Walter Scott, all of Warsaw, as referees.

LOGANSFORT High School graduated its first class in June—three young ladies, Annie Covault, Sallie A. Horn and Sada H. Clendening. The address of Miss Clendening was published in full in the *Logansport Journal*. This is a marked compliment.

In a school yard, in a town of respectable size in Southern Indiana, may be seen from five to twenty hogs at almost any time of day. It might require a court of equity to decide where the fault lies, whether with the Trustees, Superintendent or the hogs.

The American Association for the Advancement of Science will hold its next meeting in Indianapolis, opening August 16, and continuing in session several days. Many of the ablest scientific men of the nation are expected to be present. No programme published as yet.

PROFESSOR H. B. BOISON, of the State University, will give instruction, when desired, in Institutes, at any time from 1st of July to 15th of September. He will take any of the common school branches, but will make a specialty of Geography, including map-drawing, also of primary drawing. He has had fine success in Institute work. His address is Bloomington.

VARIETIES.

JOSE BILLINGS says to all young men, "git skoolin' and cloas both, if yu kin; but if yu can't git both, git cloas."

A reasonable man shows sound reason when he ceases to reason on unreasonable things. That is that that marked that man that said that he had not that reason that could reason on that that is unreasonable.

It is not enough for an educator to *teach*; he ought also to inspire. He who awakens in the mind of a pupil an undying desire for knowledge, has done more than he who pours whole volumes of facts into a torpid mind.

A PROFESSOR proposed to his class the following problem: If a hole were bored through the earth, and a ball dropped into it, where would the ball rest? On next day, when class was called to recite, a member said he had not given much thought to the main question, but rather to a preliminary one, namely: How are you going to get the hole through?

"AFTER staying eighteen years in this country," said Professor Agassiz, "I have repeatedly asked myself what was the difference between the institutions of the Old World and those of America; and I have found the answer in a few words. In Europe everything is done to preserve and maintain the rights of the few; in America everything is done to make a man of him who has any of the elements of manhood in him."

ABROAD.

Rhode Island is soon to have a State Normal School: law enacted, \$10,000 appropriated, building being prepared.

A convention of German teachers in the United States is to be held in Cincinnati on the first week of August.

Two State Normal Schools have recently been organized in Missouri: one at Kirksville, one at Warrensburg. Of the former, Prof. Baldwin is Principal, whom we suppose to be formerly of Indiana.

In the St. Louis Schools the phonetic system of spelling in primary grades is in use. Leigh's Pronouncing editions of McGuffey's Primary Readers are used. The Superintendent claims that by this means one year is saved in learning to read. This is progress.

The Physical Sciences as school studies are receiving special attention in England. A short time since Huxley and others asked for the introduction of certain branches of the Physical Sciences into the common schools. Just now it is proposed to found, at Newcastle-Upon-Tyne, in connection with the University of Durham, a college for the teaching of the Physical Sciences. The generic divisions in departments will be Manufacture, Mining, Agriculture and Engineering.

MICHIGAN AND TEXAS.—Extremes sometimes meet. Michigan and Texas have each passed a law compelling attendance at school, technically called "Compulsory Attendance Law." Texas, if we are correctly informed, requires no less than four months' attendance per annum, of "all of scholastic

age." This unique phrase is designed, we suppose, to include all, irrespective of age or color. This is pretty strong meat for babes.

Michigan requires an attendance of three months each year of all between the ages of eight and fourteen. Exemption lies (1) in case of mental or bodily inability; (2) attendance in private schools; (3) satisfactory home instruction—wholesome provisions.

In case of failure to comply with above conditions, parent or guardian shall be subject to fine for first offense, not less than \$5, nor more than \$10, and for each subsequent offense, not less than \$10, nor more than \$20.

We shall await results of the application of this law with no little interest. It touches a vital element in American education and American government.

READ our advertisements of this month and thereby gain much valuable information.

D. E. HUNTER will engage in Institute work during the coming season. His address is Peru, Indiana.

THE sixth annual Teachers' Institute, for Jasper county, Indiana, will be held at Renselaer, commencing Oct. 2, 1871.

S. P. THOMPSON, School Examiner.

NATIONAL ASSOCIATIONS.—The National Educational Associations meet in St. Louis, August 22, and remain in session three days. Hotels keep members at reduced rates, from \$1.50 to \$3 per day, according to number and accommodations. The Indianapolis, St. Louis & Vandalia Railroad will return all members who paid full fare out, for one-half the usual rates. For programme of subject and speakers, see June No. of the JOURNAL.

THE following complimentary notice we clip from the *Evansville Daily Journal*. The *Journal* has our sincere thanks for these complimentary words:

"INDIANA SCHOOL JOURNAL.—Among the educational periodicals of the country we are gratified to know that the *Indiana School Journal* occupies a high position. It is edited and published by Prof. George W. Hoss, of the State University, and ex-Superintendent of Public Instruction, and W. A. Bell, A. M., Principal of the Indianapolis High School. It discusses educational questions from an Indiana stand point, and is, therefore peculiarly adapted to Indiana teachers, as well as the teachers in adjoining States."

An experience teacher desires a position as Principal in a High School, or in a Union Graded School. Address, with terms, etc.,

"TEACHER,"
North Madison, Indiana.

BOOK TABLE.

NEW SPELLER AND ANALYZER. Adapted to thorough Elementary Instruction in Orthography, Orthoepey, Formation, Derivation and Uses of Words. By Marcius Willson. New York: Harper & Bro's 12mo., 125 pp.

This work proposes to make spelling an exercise of thought rather than one of mere memory. This alone should commend the book to favor. Spelling at best is largely a work of memory, but when merely a humdrum, memoriter exercise, with measured movement, like the beat of a pendulum, it becomes intolerably dull and of but little profit as a discipline. The author of this work aims to avoid these evils: 1, by requiring the pupil to derive words; 2, by giving rules for spelling; 3, by giving short sentences containing a portion of the words derived. Thus, he would give the word *Shams* with its affixes, ing, ed, ful, ly, ness, and less, or symbols indicating same, and then require the pupil to produce the words; thus, *Shaming, Shamed, Shameful, Shamefully, Shamefulness, Shameless, Shamelessly, Shamelessness*. The pupil repeats and applies the rule for changes; hence, he thinks. Under the third head, he would employ some of these words; thus: A good man would be ashamed to be found committing a shameful act. This is a valuable feature of the book. Derivations from foreign languages are not presented. The omission is most probably commendable in an elementary work. It gives us pleasure to be able to commend this book without reserve. It lifts spelling, in a degree, from mere memoriter drill to an exercise of thought.

CORNELL'S PHYSICAL GEOGRAPHY. D. Appleton & Co., New York. We have just finished a review of this book, and our impression is very favorable. The selection and arrangement of matter are certainly good. The omission of the usual dry statistical matter is one of its strong recommendations, its size is another. Its numerous and beautiful pictures and illustrations are another. Its maps are sufficiently numerous, and, so far as we can judge, entirely accurate; but unless our taste is entirely at fault, some one has made a grave mistake in coloring the maps. The colors strike us very unpleasantly. This, however, has nothing to do with the real merits of the book. As a whole we like it: know of none better. *

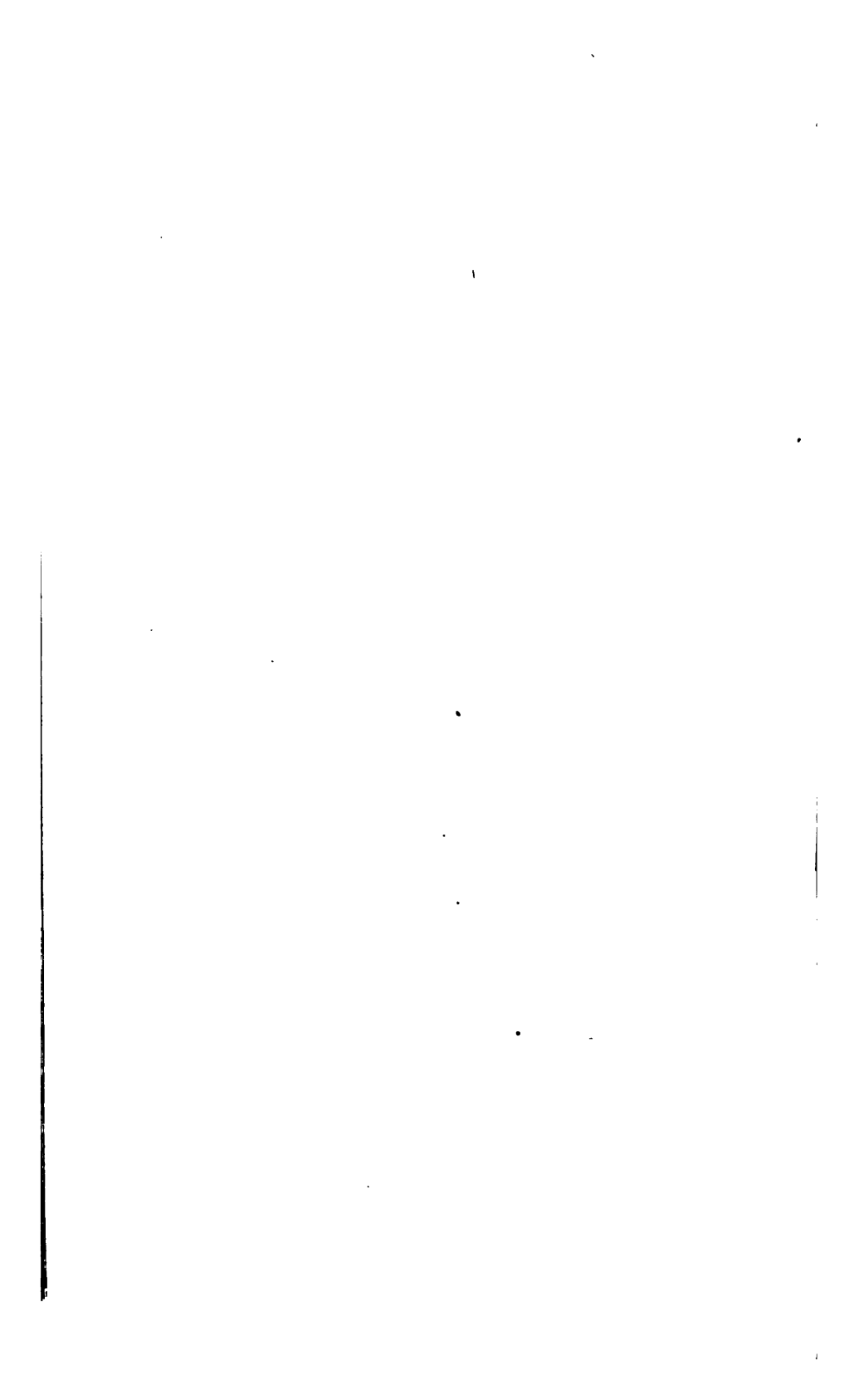
FRENCH'S FIRST LESSONS in Arithmetic, by Harper & Bros., is the perfection of pictorial effort. Prima facia, it has the attractions of a story book—almost every page adorned with a handsome cut of birds, kittens, lambs, flowers, fruit, or something else pleasing to children. If, as has been said there be no royal road through numbers, this presents a truly PICTORIAL one. We think children can hardly fail to be pleased with this book.

THE Phrenological Journal is without question one of the most practical magazines of the day. No number fails to bring some suggestions in practical life. Sometimes you are told how to breathe better; how to sleep better; again how to act better; again, sweeping the circuit, how to *live* better. Who is not concerned in knowing more in the great problem, **How to Live?**

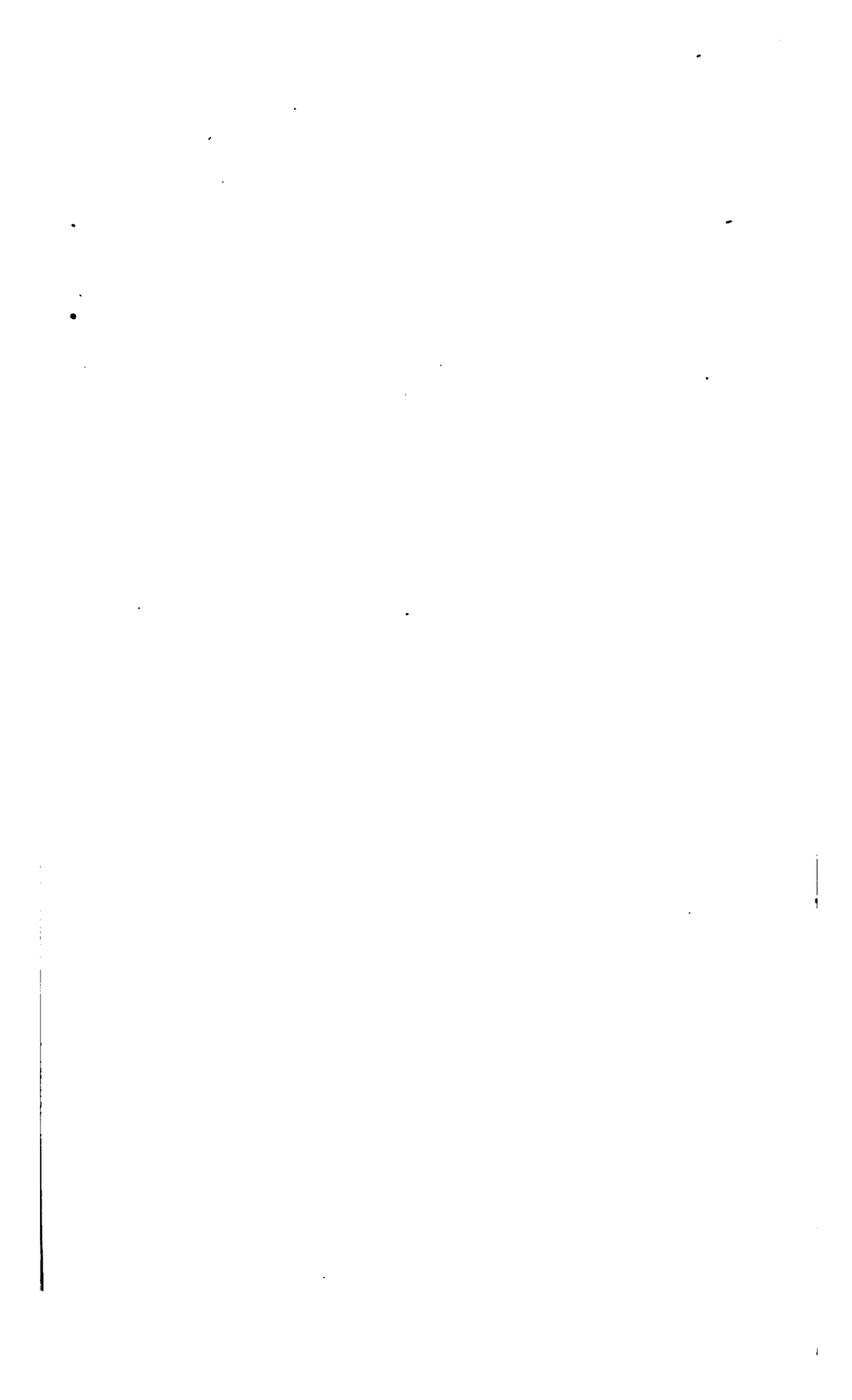
THE *Every Saturday*, the prince of pictorial magazines, is the *most pictorial* thing in the country. If you want to get knowledge without the trouble of reading, by merely looking through the delightful medium of pictures, take this pictorial magazine.

DRAWING BOOKS, by M. H. Holmes. Published by Harper & Brothers, New York.

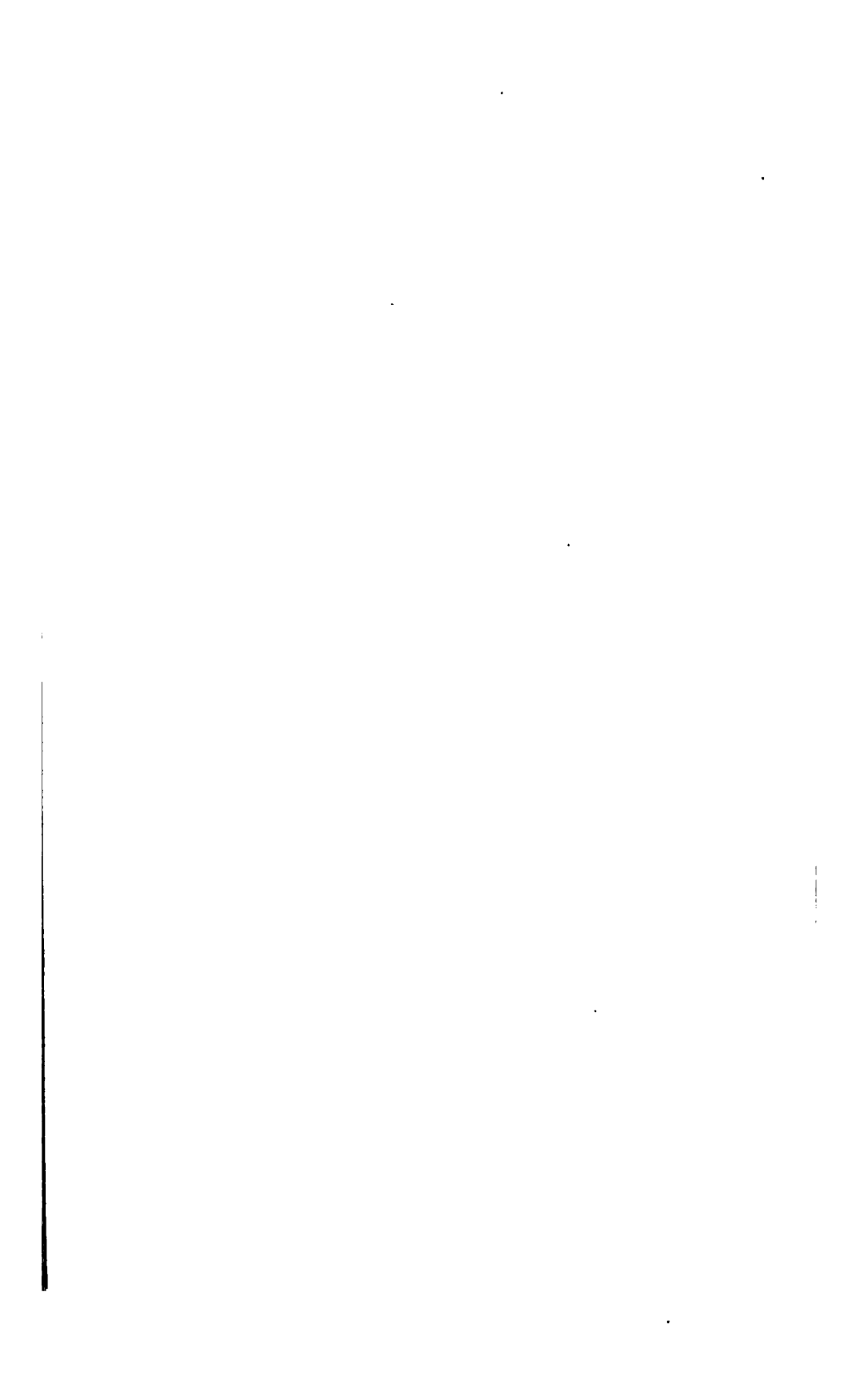
We have received the first four books of the above series of Drawing Books. These are to be followed by eight others, which will make the course most complete. The four already issued constitute the Common School series. So far as we can judge, they are well designed and well graded, and the publishers have done their work in their usual excellent style.







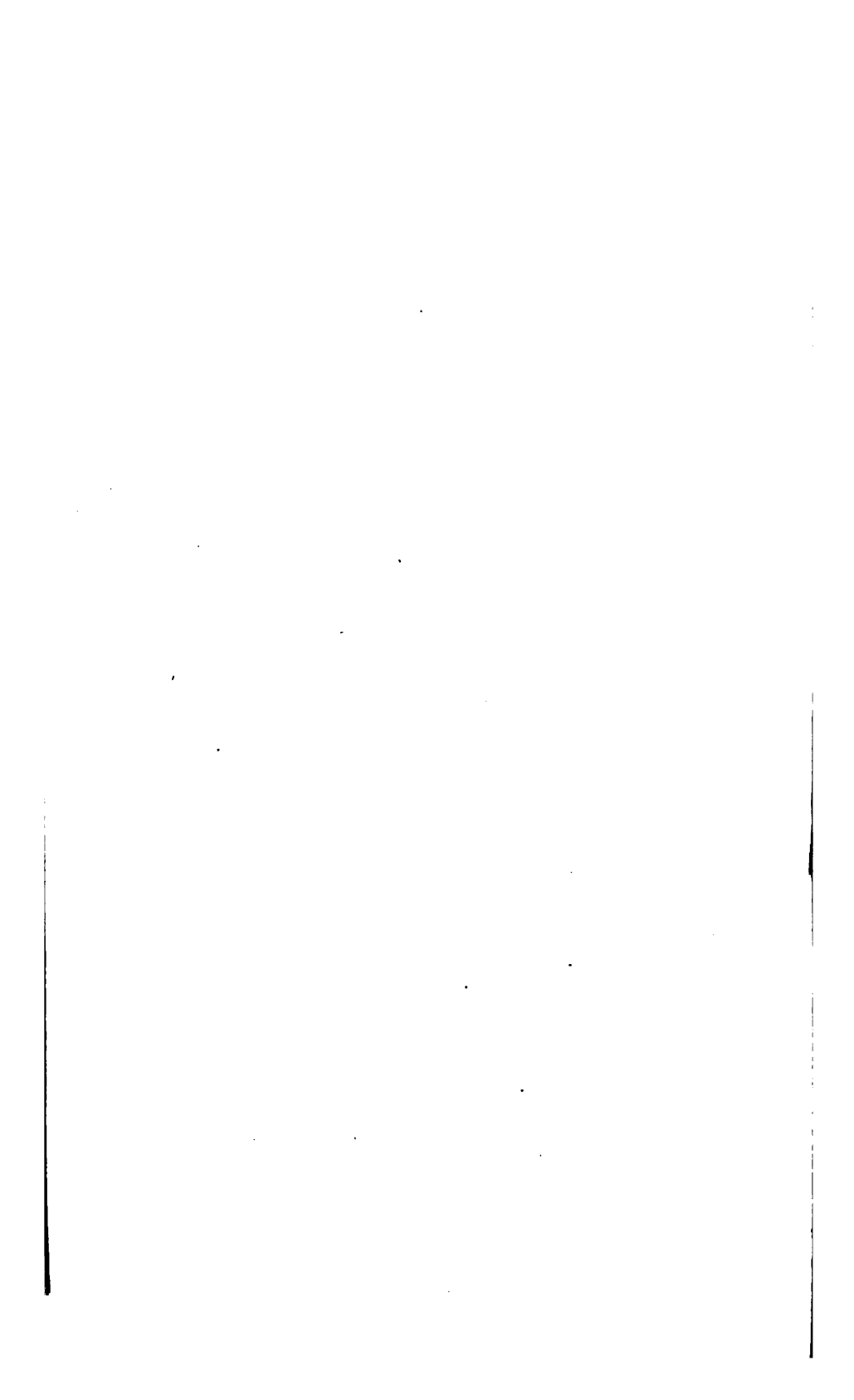




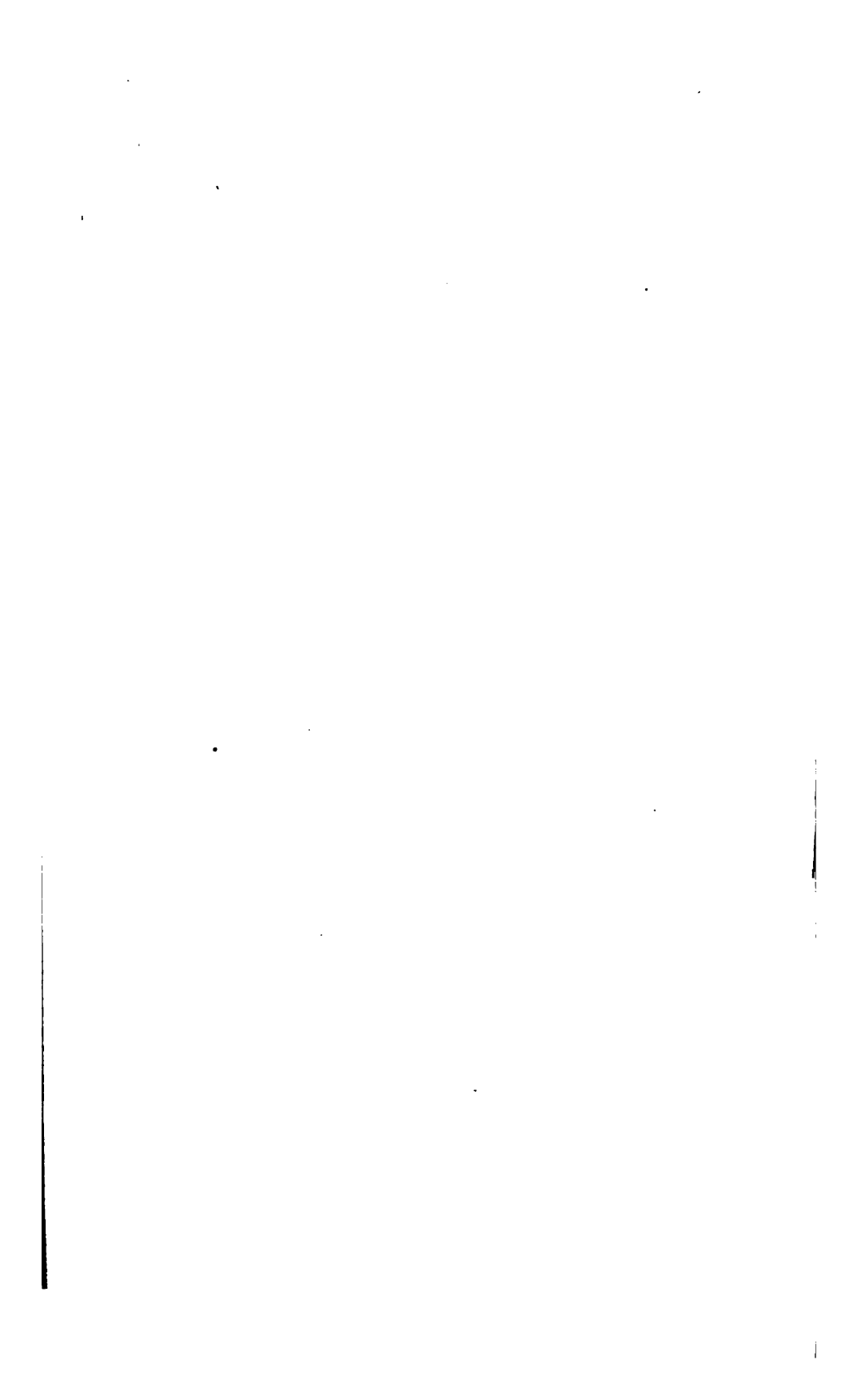


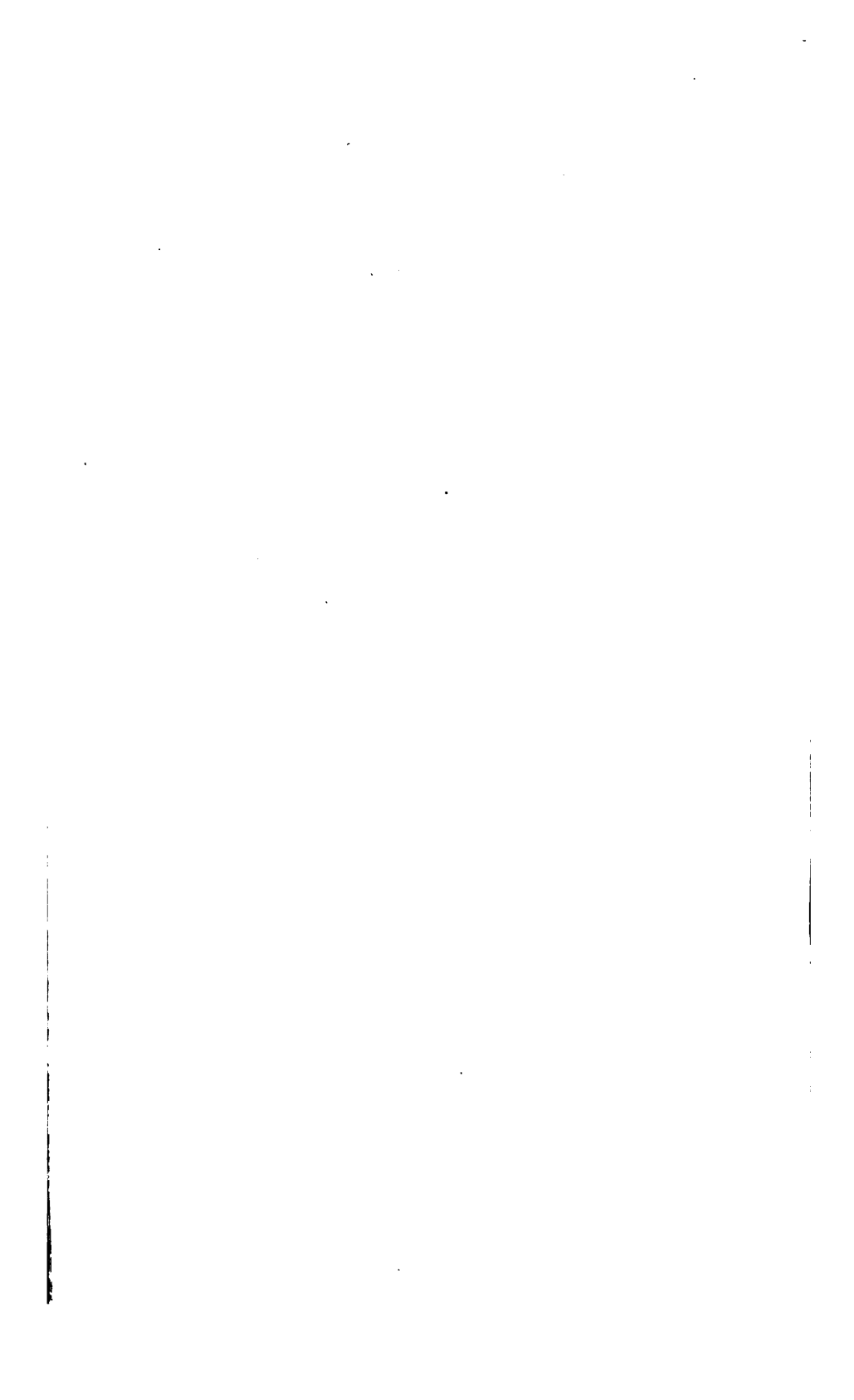












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NO. 9.

THE TEACHING OF LANGUAGE.

BY RICHARD EDWARDS, PRESIDENT STATE NORMAL SCHOOL, ILL.

BY some old-fashioned definition, "English Grammar teaches us to speak and write the English language correctly." This definition is good; and, with your permission, I will take it for a sort of text upon which to base a few remarks.

To speak and write the English language correctly is no mean accomplishment. Vast quantities of the conversations to which we listen, and of the printed pages spread out before us, fail to illustrate any such accomplishment. Many who talk and write have not acquired the desirable art. And this is greatly to the discredit of our methods of education. Language is, of all things, most conducive to a thorough culture. Men sometimes talk as if the reverse were true—as if language were of small account. But a little thought will show how absurd this is.

Where has there been a cultivated people without a cultivated language? Accurate thinking begets accuracy and clearness in speech. Breadth and richness of thought—an exuberance of ideas—necessitates a copious vocabulary. On the other hand, accuracy and richness in the language reacts upon the thinking, making it exact and wide. To an American pupil, no one acquirement is of more value than a mastery of the English tongue—the ability to write the English language correctly, and with power.

How shall this mastery be achieved? How shall the pupil learn to wield the mighty forces coiled up in the words of his mother tongue?

The true method here is just the same as we find it elsewhere. The use of language is an art, and it must be learned as arts are learned. How do boys learn to swim? Not by reading a scientific treatise on specific gravities, nor by striving on dry land to imitate the motions of a frog, but by plunging boldly into the stream, where the water is too deep for wading. How is the art of phonographic reporting acquired? Not by listening to all the lectures of all the professors, however learned, but by actual work, ill done at first, but improving with every repeated earnest effort.

It is not meant to affirm that some judicious direction is not useful in each of these cases. A few simple principles it is necessary to master at the outset. But the great need is of enlightened, careful practice.

Now, the same thing is true in respect to the mastering of language. If a man is skillful in speech or in writing, it is because he has, by many repetitions, made correct speaking or writing a second nature. As the swimmer learns to swim by swimming, as the phonographer learns to make an accurate report by reporting, as a nation learns freedom by an actual exercise of the rights of freemen, so the speaker or writer of English acquires his power by repeated practice in speaking or writing. It must be confessed that this is often done at the expense of the reader or hearer, the raw performances being seldom edifying except to the practitioner. But to him nothing else is so profitable.

And all this applies with a double force to children. To them more than to adults, the practical side of a science is the true one for beginning upon. To them general principles and dry rules are especially unacceptable. They need to approach every study in a way that shall call forth as much as possible the exercise of their senses. For this reason, therefore, if for no other, language should be taught to children by practical exercises in speaking and writing, which must be carefully criticised and corrected.

For the teacher, the first thing to be done is to become himself accomplished in the use of English. The teacher ought first to pronounce correctly the words he uses. He ought to know the rules for pronunciation, as far as rules can apply to our language. For this purpose he must know how to consult a dictionary, and how to interpret its marks and symbols. Every cultured nation has been jealous of the manner in which its language has been

spoken. The intellectual Athenians hissed from the stage every slovenly and incorrect speaker; and as our people improve in culture, we shall become more and more intolerant of the provincialisms, and the barbarous *patois* that mar the vocal utterance of so many of our teachers.

Secondly, the teacher must, by habit, speak grammatically. It is painful to hear the solecisms that often characterize the speech of those who, of all men, ought to be patterns of purity and accuracy. This topic surely does not require to be enforced by argument. No one will deny that violations of English grammar in the speech of a teacher are peculiarly unbecoming. And yet, as few of those unfamiliar with the facts will be inclined to deny, they are too often heard.

Again, the teacher must avoid wordiness, and all slovenly, indistinct and loose expressions. He must say what he thinks in good, vigorous, terse, concise English. Words are precious things, but only as they express ideas. When a man lets himself loose upon a torrent of mere phraseology—upon an ocean of words, uninspired by any accurate thought—he is not far from intellectual shipwreck. Language is an instrument to be used when ideas, clear and well defined, clamor for expression. If there is no pressure of thought from within, there seems to be no occasion for speech.

In the teacher the fault just referred to is a grievous one, involving disastrous consequences. Imagine the discouraging and benumbing effect upon a pupil of being deluged with a flood of loose, ill-fitting, superfluous talk, by which all power of original thinking is drowned out as completely as the growth of grain in a submerged field.

Let the teacher's words, then, have a distinct and clear meaning. Let him refrain from too much "explanation," and let all that he says be exactly suited to his meaning and to the child's capacity.

Some other necessary attributes of good spoken English might be dwelt upon; such as simplicity, purity, elegance, and the avoiding of slang. But let it suffice that they are thus referred to. As the teacher's character needs to include and illustrate all the virtues, so his speech ought to be marked by every excellence and grace.

Thus equipped, the instructor is prepared to do the best for his

pupils in this matter of language. And with this preparation he will scarcely need counsel as to his manner of proceeding. But, to give the present suggestions a little more the appearance of completion, let us for a moment dwell upon the method to be employed with children.

As has been said, the use of language is a matter of habit. Hence, the uncouth, indistinct, ungrammatical talk of a child must be corrected little by little, for habits are slowly formed. He must be induced to speak correctly, or as nearly so as possible. He must be inspired to try, once and again—for a hundred times if necessary—until the right *habit* is formed. And this must be done in respect to all the points mentioned above: pronunciation, grammatical accuracy, conciseness, etc. Explanations are of comparatively little use for the end required. The right thing must be done so many times that it shall become the pupil's natural way.

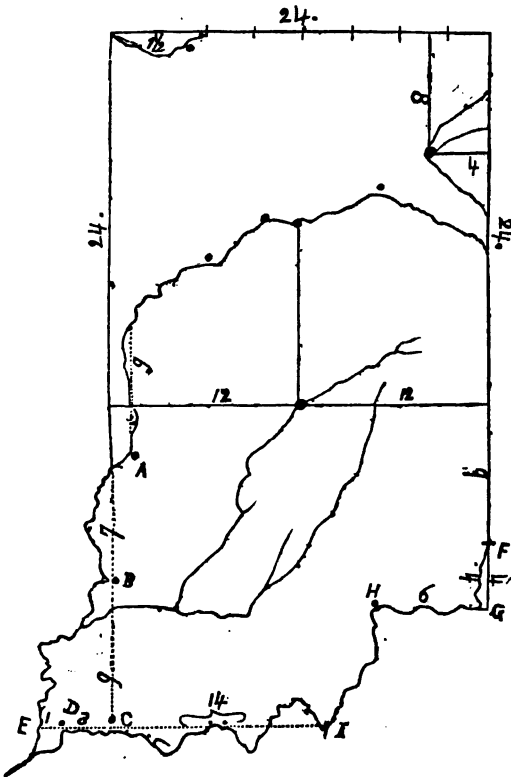
So much for the spoken language. With the written the same method, substantially, must be employed. From the very earliest lessons in reading, the pupils must write or print. And their exercises must, from the very start, be corrected in respect to every sort of fault found in them. Errors in spelling, in punctuation, the use of capitals, violations of the rules of grammar, slovenliness, &c., should be scrupulously noted. When the papers are marked each pupil must reproduce his own, fully corrected in all particulars. Every paper, too, must be free from blots and all defacements, and present a neat and attractive appearance.

And this work must be continued through the weeks, and months, and years. Success here cannot be achieved by a single spasm. Only long-continued persistency will bring forth any valuable fruit.

The work here recommended can readily be made attractive to children. The written work may consist of little stories, descriptions of things that interest and charm the little learners. Very little skill on the part of the teacher is needed to make them take the highest pride in doing the work well and neatly.

And the method here recommended is entirely simple and straight-forward. Only common sense and persistency are needed to make it succeed. No intricate "systems" need to be studied, no special institutions need to be patronized, by the teacher. He has only to do his duty faithfully and patiently, and the work is

accomplished. And a more valuable work than this imparting of a practical power over the English tongue, spoken or written, the schools never can achieve.



THE MAP OF INDIANA.

BY H. B.

Take your large wall map of our State, teacher, and suppose it to be divided into two parts by a line running East and West through the city of Indianapolis. Now examine the more northern of these parts. Did you ever before notice that it is in every respect a perfect square? moreover, that our Capital is situated exactly in the middle point of its base? These are little, accidental coincidences, insignificant, unimportant, you may think, but

they become important to the practical teacher, who takes hold of them as a means of illustration and may construct upon this simple fact his plan for drawing the map of our State and conveying to his boys and girls a correct idea of its size, shape, and proportions.

The situation of Indianapolis is thus very easily established. Draw your square, divide the base—that is all. Let us now look at the map once more, and count the Congressional townships between Indianapolis and the boundary east or west. You find them to be 12 in number. This conveys at once to your pupils the correct idea of the distance. They know, of course, everything about a Congressional township; you drilled them on that long ago; they know exactly how long it is and how broad, how many square miles it includes; you made them find out how many acres of land a township may contain, they worked hard at it at that time, and perhaps they remember still the number, perhaps also how many farmers might live in it if every one would be contented with 40 acres, or with 80, or with 160; they have not yet forgotten how to draw a township and to divide it into square miles, and in their own township they can locate every little town and lay off every road,—you drilled them on all these things, for of course, teacher, you did not commit that folly of taking them to South America, or to some other foreign region, before they knew everything about their school room, their school ground, their place, their county, their state, their country, and before, among other things, the idea of the size and the shape of a congressional township had become as familiar to them as the idea of the size and shape of a lawful and well proportioned croquet ground.

Since they know all these things, when they see that there are 12 townships between Indianapolis and the boundary line, they know immediately the distance to be $12 \times 6 = 72$ miles, and again the whole breadth of the State $24 \times 6 = 144$ miles. Fix now a unit for every 6 miles. It will be found of advantage to make the first drawing as large as the size of the black-board will permit. Let one inch represent 6 miles, thus making every side of our square 24 inches = 2 feet, and the distance of Indianapolis from the boundary = 1 foot. Straight rules, carefully laid off into feet, halves and quarters of a foot, and inches are indispensable for correct work, and the pupil should now be constantly

reminded that every inch of his drawing represents, in reality, a space of 6 miles.

The square may now be finished by locating Peru 72 miles = 12 townships, = 12 inches directly north from Indianapolis, and Logansport 3 inches west of this place. These two points will afterwards be found of importance for locating the Wabash river. Lake Michigan occupies about 36 miles, = 6 inches, of the northern boundary line.

We now proceed to the second and irregular part of the State, lying south from the parallel of Indianapolis.

A.—THE WESTERN BOUNDARY AND WABASH RIVER.

Prolong the side of the square and locate the five remarkable points, as follows:

Point a—30 miles=5 inches south from the corner. Here the Wabash river begins to become boundary.

Point b.—42 miles=7 inches south from point a—*Vincennes*. Here the Wabash changes its course.

Point c.—54 miles=9 inches south from point b—*Evansville* and Ohio river.

All these three points are coincident with the prolonged side of the square; but now locate

Point d.—18 miles=3 inches west from point c—*Mount Vernon*. Ohio turns south.

Point e.—6 miles=1 inch west from point d—Wabash river.

Let us now draw the river.

It begins 12 miles=2 inches south from point e; with slight bendings, which we have to remark, as nearly as possible, it turns to point c—turns here slightly west and bends in a curve to point b. Here it enters the State, keeps its direction to *Terre Haute*; from here it runs nearly parallel with the boundary to 54 miles=9 inches, north from point b. From here it turns nearly directly to Logansport; (Locate *Lafayette* in the middle point of this part;) turns south to Peru; bends slightly north for half the distance between Peru and boundary—locate here *Huntington*; and from here it bends southeast in an angle of nearly 45 degrees.

B. EASTERN AND SOUTHERN BOUNDARIES—OHIO RIVER.

Prolong the side of the square; locate the remarkable points, as follows:

Point f.—54 miles=9 inches south from southeast corner—*Lawrenceburg*. Ohio begins to become boundary.

Point g.—24 miles=4 inches south from point f. Ohio turns west.

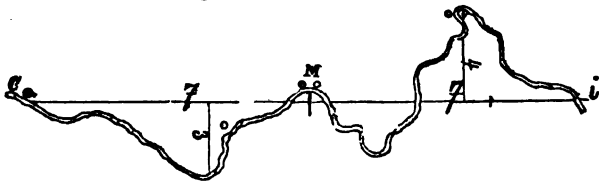
Point h.—36 miles=6 inches west from point g—*Madison*. Ohio turns southwest.

Point i.—84 miles=14 inches east from point c—*Evansville*. Ohio turns northwest.

Draw, now, the Ohio from point f to point i.

It enters the State at f; runs nearly directly south to g, a little more west than the boundary hitherto; turns west to point h. Locate *Madison*; from here, with slight bendings, southwest to point i. At middle distance between h and i locate *New Albany*.

The bendings between point i and Evansville may easily be remarked in the following manner:



Connect the two points by a straight line. Divide the line into two parts; locate near the point of division *Troy* and *Maxville*. The western half of our line describes only one bending—southward; most southern point 18 miles=3 inches from line; the eastern part describes a small bending south, a larger one to the north; most northern point, 24 miles=4 inches north from middle point; locate here, *Fredonia*.

From Evansville the Ohio, bending south, turns to point d, (Mt. Vernon)—then 12 miles=2 inches south, and now, turning west, receives the Wabash.

The outline of our State being thus established, we may now draw White River with its two forks, the course of which will be easily retained; after that, the Maumee River. Location of Fort Wayne appears from the accompanying map; from here the St. Joseph River runs directly north-east, the St. Mary directly south-east, both at an angle of 45 degrees—the Maumee north-east at about 25 degrees.

A good drill and a little practice will soon enable the pupil to draw the map of his State nearly as quick as the fashionable map

of South America, and he will derive from it a far greater benefit. Let it now be drawn on different scales, on the blackboard, on the slates, and paper; let first half an inch, then a quarter of an inch, represent our unit of six miles. All the larger cities and towns of the State should now be introduced and located, their population referred to and compared—even the principal railroad connections should be laid down and remarked, and numerous exercises in calculating the distances between two points should be introduced. Calculations how long it would take at a certain established rate of traveling to *walk* from one place to another or across the State, from east to west, or from north to south, or all along the boundaries, and other mathematical calculations, will be found highly conducive to a correct understanding and should frequently be referred to, until the teacher feels sure that his pupils have a correct idea about every thing concerning their State. Then, and not till then, will it be time to go abroad, to our sister States first, to our country and our continent, and then to the countries and the grand divisions of the Old World.

“INVERSION OF DIVISORS.”

NOTICING the article on the “Inversion of Divisors,” in the June JOURNAL, I offer another solution. I agree with “N.” in his premises, having used them and this solution successfully for several years in my “practice.” I think we should strive to base as many of our fractional operations as possible on unity. Similarity of operation enables the mind better to grasp and file away in memory’s store-house the points necessary to be remembered.

Taking the four principles of division as numbered by “N,” we have:

$$\frac{2}{3} \div \frac{2}{3} = \text{what?}$$

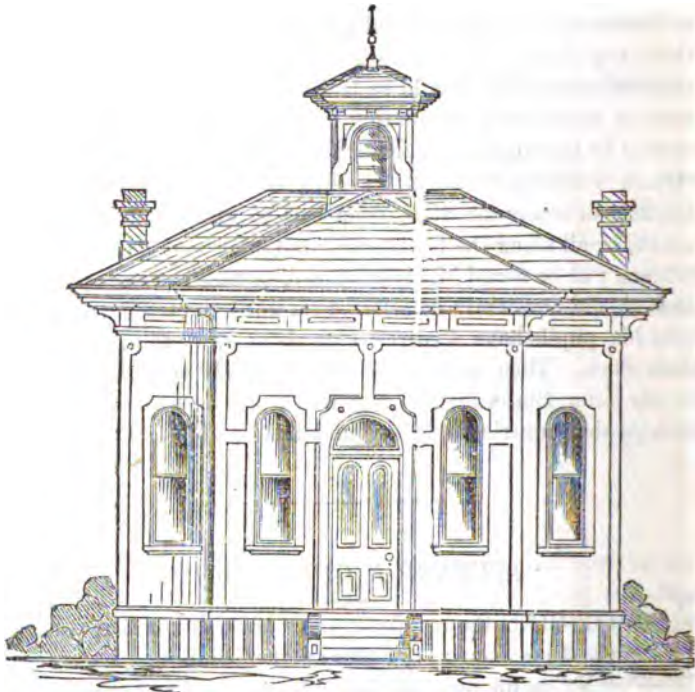
$$\frac{2}{3} \div 1 = \frac{2}{3}.$$

$$\frac{2}{3} \div \frac{1}{3} \text{ of } 1 = 3 \times \frac{2}{3} = 2. \quad \text{Prin. 2.}$$

$$\frac{2}{3} \div \frac{2}{3} \text{ of } 1 = \frac{1}{2} \text{ of } \frac{2}{3} = \frac{1}{3}. \quad \text{Prin. 1.}$$

Next show the scholar that inverting the divisor brings the same result. Then give inversion as the shortest method and the analysis as the reason.

WM. P. PHELON.



— FRONT ELEVATION —

— SCALE 8 FT. TO AN INCH. —

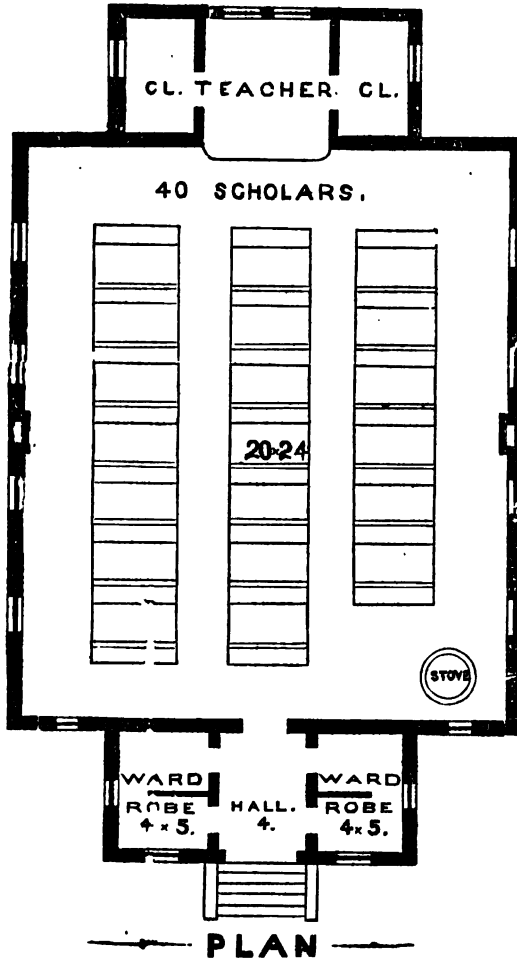
P

SCHOOL ARCHITECTURE.



NHAT is a beautiful figure which likens the human mind to a pure white page, on which the various scenes of its future are to be impressed. All the surroundings in life become artists, each leaving its impression upon the page. But, though many pictures may be taken, the first cannot be destroyed. It may be dimmed, obliterated by later scenes, yet still remains as

perfect as ever. So it is in life. On the tablet of memory scene after scene is vividly stamped; day after day new ones fall upon the surface, yet to the day of death the first seen by childhood's



wondering eyes lingers perfect as in infancy—forgotten for a time perhaps, yet perfect still. How important, then, that childhood's scenes—those forms which longest linger, shaping the mind for all future time, should be as instructive in beauty as in worth.

It may be estimated that the best half of the child's life is passed in school. How important, then, that the school-room be made pleasant; that it be so adorned as to become a pleasure, *not an irksome duty*, to attend there; that the scenes there impressed upon the mind be beautiful, since they are so lasting. To how many of this generation is this the case? Who does not remember the old school-house of his youthful days? What beauty, what attraction, was there, inside or out, to that old, dilapidated, dry goods box structure to which, day after day, you wearily wended your way, sitting the long hours through, cramped by illy-constructed seats, stifled by the foul, closely confined air; else shivering from cold, if enough fresh air was admitted to temporarily purify the room. Such has been the experience of many of this generation; and yet, year by year, the same gable-end unhealthy structures are being cheaply put together, and *falsely* denominated *School Houses*. It is refreshing to see, now and then, some relief to this monotony of distortion; to see, in fact, a general tendency toward improvement. And it is with a view to strengthen this movement that the following thoughts are offered to cheer those who seek an improvement in the matter, and awaken those who are dormant.

School architecture, in this western country, is the study of a lifetime. Close study only can make one conversant with the varied wants of the school-room. Beauty, convenience, compactness, durability, and, beyond all else, healthfulness and *cheapness*, are demanded to make the *perfect school building*. Thus the architect is called upon to reconcile these seeming opposites—*great wants and small means*. Different classes of school buildings have, of course greatly varying requirements which can only be met by special study. Certain principles should always be observed, and I propose now to mention a few. Ventilation, in the smaller classes of buildings, is generally omitted. Why, we cannot opine, when the health of school children should be among the first things to be considered in the construction of school-houses. The notion that windows and doors are sufficient ventilation is a grave error. Ventilating flues, made of brick, the same as a chimney, can be used advantageously.

Let the air be admitted *at or near the heater*, that it may be warmed; thence passing across the room to the escape duct, up the flue to the open air. A vessel of water placed upon the heater

removes the dry particles of heated air. Do not build school-houses with too many windows. Too much, or cross light, is worse than none. Light should be admitted from the opposite sides, if possible. Green shades are best for regulating the tone of light.

The room should be such as to distribute sound and economize space. I have found the following proportions the best: Length, *three*; breadth, *two*; height, *two and three quarters*. It is better to finish a room with as little white as possible.

Wardrobes should be provided, as thereby clothing may be dried when damp, and habits of order be inculcated. I have erected at Minneapolis, Minnesota, ward schools with drawers and cases for clothing, but it was at the request of the Superintendent. At Petersburg, Michigan, and Leesburg, Indiana, I have built houses with wardrobes, (constructed as shown on plan in this issue,) and provided them with hickory pins.

All wardrobes, passages, or recitation-rooms should be constructed so as not to throw two opposite currents of pupils together. In graded schools the arrangement of rooms becomes a more difficult task, yet the same leading principles can, by study, be successfully carried out.

By request, I have made a design, which may, with some variations, be used in country districts or villages, to show how the foregoing suggestions may be embodied in the cheapest structures. In the hope that these ideas may benefit some who contemplate improving their school facilities, I have offered them, for, having devoted years of laborious study to this particular branch of my profession, and having an experienced educator who gives his time exclusively to school architecture, I feel that perhaps I may be instrumental in improving our general school system,

I shall be pleased to lend my aid or give advice to any wishing it in relation to these matters.

GEO. O. GARNSEY, *School Architect,*
22, 23 and 24 Lombard Block, Chicago.

It is said of Von Moltke, now the greatest general in the world, and a remarkable linguist, but very taciturn, that he knows how to *hold his tongue* in eight languages.

THE PRIMARY AND INTERMEDIATE PERIODS.



WE extract the following from an elaborate and able address, delivered by Hon. B. C. Hobbs, on the occasion of the dedication of Wilmington College.—ED.]

"Mind has its periods of development and a culture for each period. Paul says when he was a child, he spake as a child, he understood as a child, he thought as a child, but when he became a man, he put away childish things. The Apostle here clearly proves that he comprehended the true philosophy of mental development. First a child, then a young man, then a strong man. These are the three distinguishing educational periods.

1. In the child's Primary Education, the conceptions are clear, accurately defined, and animated. How eagerly he listens to stories of bears, snakes, birds, and monkeys; of ripe fruit, mince-pie, candies, dough-nuts, and cakes, of pop-guns, bows and arrows, tops, and hoops, of wind-mills, and whistles, of flowers, butterflies, and birds-nests, and he desires to hear the story all about the boy that told a lie, of the little girl that wanted to die, that she could go up and live with the angels, and of the four pistareens. At this age he readily learned his A B C's and to read and spell. You can teach him simple lessons in numbers, and in language. His imagination is brilliant only in things of sense, of feeling and emotion, light, sound, heat and cold, things that can be seen, heard, tasted, smelt, or felt; gratify his desire and it becomes his delight. With girls it is the age of dolls, of swings, rides, and of hide and seek; with boys, of stick-horses, hunting birds-nests, marbles and hoops. The child turns away and is lost when you introduce to him complex ideas, or a methodical arrangement of subjects, or complicated thought. He can do but little in classification and generalization. He studies things.

The mind at this age is pliant as the potter's clay, you can mould it into any shape, and if you will prove yourself a loving friend, and insinuate yourself into its affections, it will believe implicitly all you tell it. You can lead it in whatever path you desire, and shape its course for life. You can inspire it with lofty and holy desires, and awaken currents to thought that will be found the key to the great and noble purpose of after life. It will be found a great imitator, and copy you as its best model. Such is the material on which the educator is expected to exercise his skill.

The culture is called Primary Education. Although usually considered a work that anybody can do, it is really the most difficult work to do well. If ever done, it must be accomplished by the time the child has reached its tenth or twelfth year.

INTERMEDIATE EDUCATION.

There is a mental development between ten or twelve, and fourteen or sixteen years, which is a critical and difficult age in mental culture. It is an age when young America and his sisters desire to be treated as young men and women, but act like boys and girls. It is called by a certain educator, the mush-room age. It requires great skill and thoughtful care. The passions and impulses are strong, and the character rapidly develops for good or evil. The sensibilities are quick and difficult to control. Ambition and rivalry stir the mind to action. The imagination is intensely brilliant in certain forms of ideality. It is the age for tales, shipwrecks, love-stories, and all kinds of wild adventure. It is famous for falling in love and falling out again. It is too apt to have a disrelish for English Grammar, Composition, Fractions, Discount, and Cube Root. It prefers simple and general descriptions in Geography and Maps, very sparsely supplied with hard names. It desires to see everything well illustrated by animated pictures and diagrams. In history there is great anxiety to read about discoveries, Indians, and the wars. It can take a step in advance of childhood in the exercise of the imagination, and can enter upon classification and generalization in outlines, and can be introduced into the analysis of language. Knowledge may begin to be systematized. The elements of Mathematics and of Natural Science, of Natural Philosophy, Chemistry, Botany, Physiology, Physical Geography, and Astronomy, may be taught, but little progress can be made in Mental and Moral Science, Logic or Rhetoric. There are but few minds at this age that can appreciate Cowper, Young, or Milton.


It is the age for Intermediate Education, and the student, regular in his educational course and culture, should prepare himself for the Freshman class in college. The great majority of our youth are required, at this age, by the stern demands of bread and butter, to leave the schoolroom and commence the competitive struggle of business life. They need at once all the advantages which learning in its most practical forms can give them, and the educator should make their success in life his careful,

earnest study, in his every day work. He should think of them behind the counter, or on the farm, and in the shop, and teach them what they will most need, and train them in the readiest methods of using it. The art of computation, of constructing good English sentences, spelling and penmanship, should ever be associated with practical business life, in all the work of the school-room.

It should be the prospective privilege of the student to enter the college halls and develop the mind by a fuller scientific culture, expanding all his mental and moral powers so as to reach a vantage ground that will fit him for entering upon any business or professional life; then his preparatory course should be kept properly evened up in anticipation of the duties of the college."

**"THE GREEK TAKEN OUT OF PREPARATORY
COURSE FOR COLLEGE."**

BY PROF. A. J. VAWTER.

 HIS subject has been ably presented in a former number of this journal. It is not my purpose to devote much space to its discussion at this time. I wish to say, that long experience and observation, as a teacher of academies and as a superintendent of public schools, have led me to the conclusion that such a change in the college curriculum as would place the Greek wholly within the college course, would be greatly to the advantage of both the college and preparatory schools. The grade for admission to college needs not be lowered thereby, and should not be. While the Greek is advanced a year or more in the college course, advanced standing in other branches may be required for admission to the Freshman class in college.

It is a well-known fact that but few students in high schools and academies are looking forward to a collegiate education. Most desire a practical business education. This practical business education, except the languages, is just what is required for admission to college. Many who do not look forward to a complete college course, wish, nevertheless, to study the Latin; hence there will in most high schools be good classes in this language, while there will be no demand for the Greek, except from the comparatively few who are looking forward to a complete classical course. Experience proves that these classes in preparatory

Greek in the high schools and academies will vary from one to six. Yet these small classes require the services of a competent instructor in Greek at least one hour each day. A teacher worth twelve or fifteen hundred dollars a year then is required to spend one-sixth of his time with, say, three pupils in Greek. At a moderate estimate, it costs the school for the instruction of these, two hundred dollars per year, while the tuition realized from them, at five dollars extra per term, will not exceed sixty dollars per year, leaving a net loss of one hundred and forty dollars to the school. There are, say, one hundred and forty schools in the State, if the Greek is left out of the course, that could fit pupils well for college. But add the Greek to this preparatory work, and it will cost at least fourteen thousand dollars—a sum sufficient to add an additional professor to every college in the State.

But our colleges all have their preparatory schools, and in most of them the preparatory Greek classes might be doubled without any additional cost to the college. Hence, considering the cost alone, the argument for the change is a strong one. Then the college would receive from the high schools a very much larger number of pupils ready to enter the Freshman class; so that the change, instead of lowering the standard of scholarship at the college, would advance it; while they would, with the same appliances, be able to do more and better work. This change is one “devoutly to be wished,” and one which, I have reason to believe, would be hailed by many of our best educators, as an advance movement in the work of higher culture.

DIVISION AND INVERSION.

IN the June number of the JOURNAL appeared an article on “The Inversion of Divisors,” and another on the same subject in the July number. After reading the first I had partially prepared an article, on the same subject, to offer for insertion in the JOURNAL, but want of time prevented its completion in season for the July number. The article by “N,” in the last issue, has partly anticipated me. But there is one point barely alluded to by him, to which I wish more especially to call the attention of the readers of the JOURNAL. That point is this: That in division of fractions, the proper result will be obtained if we *multiply the dividend by the reciprocal of the divisor*. It will be seen

that this is virtually the case in simple division, as well as in fractional division. For instance, $24 \div 8 = \text{what?}$ This is often expressed $\frac{1}{8}$ of $24 = \text{what?}$ Dividing by 8 is therefore equivalent to multiplying by $\frac{1}{8}$, the reciprocal of 8. Let R stand for reciprocal of. Then $R\ 8 = R\ \frac{1}{8}$, $\frac{1}{8}$ or the reciprocal of any other fraction equal to 8. Compare now the two lines following:

$$R\ 8 = R\ \frac{1}{8} = R\ \frac{1}{2} = R\ \frac{1}{4} = R\ \frac{1}{8} = \frac{1}{1} \text{ etc.}$$

$$R\ 8 = 1 \div 8 = \frac{1}{8} = \frac{2}{16} = \frac{3}{24} = \frac{1}{12} = \frac{1}{10} \text{ etc.}$$

From this it will be seen that the reciprocal of a number is equal to the inverted form of any equivalent fraction.

In case the divisor is a fraction to start with, simply invert it and you have the equivalent of its reciprocal.

This may be proved in another way—using letters to make the application general.

Let $\frac{1}{i}$ be an equivalent fractional form for any number, whether integral, fractional or mixed. We are required to prove that $R\ \frac{1}{i} = i$.

$$R\ \frac{1}{i} = \frac{1}{\frac{1}{i}} = 1 \div \frac{1}{i}.$$

Separating the divisor into its factors and dividing separately,

$$R\ \frac{1}{i} = 1 \div \frac{1}{i} \div a$$

$$1 = \frac{1}{i} \text{ i. e. } b \text{ times } \frac{1}{i}$$

$$\therefore 1 \div \frac{1}{i} = b$$

$$1 \div \frac{1}{i} \div a = b \div a = \frac{b}{a}$$

quod erat demonstrandum. It will be seen from this that our "General Rule" becomes, in case of fractional division: *Multiply the dividend by the divisor inverted.*

This explanation of inversion seems to me perfectly rational and philosophical. In one respect, at least, it may be considered more satisfactory than the methods explained in the articles referred to. While they make "inversion" a mere matter of convenience, this makes it a logical necessity. They obtain the answer by some analytical process, and then proceed to show how the same answer could have been obtained by inverting the divisor and multiplying. The "therefore" in their explanations as hinted by your first contributor, usually represents such a hiatus in logic as to seriously puzzle the young understanding. But in the "Reciprocal Method" there is no such hiatus. Besides, it is not so difficult but that any teacher of common ingenuity can easily make it intelligible to his class.

There is another reason why the "Reciprocal Method" has,

for me, a peculiar charm — which reason will be unfolded in the remarks which follow:

1. *Division makes no change in actual values, but only in unit values.* For instance, by way of explanation, in the example: $24 \div 8 = 3$, the quotient 3 is of equal value with the dividend 24. This, at first view, seems paradoxical; but, upon close examination, nothing can be plainer. For, in this example we inquire how many times 8 is contained in 24. The answer is 3. Three what? What else but three times eight? Therefore, 3, since it represents 3 times 8, is clearly equal to 24. In dividing 24 by 8 we have simply changed the unit value of the dividend from 1 to 8, making a corresponding change in the number expressing it (in each case the same quantity,) i. e., from 24 to 3. The expression $24 \div 8 = 3$, therefore means 24 of unit value 1 is equal to 3 of unit value 8; or, 24 (ones) equal 3 (eights). Were it necessary frequently to use such expressions, they might be abbreviated thus: $24_1 = 3_8$.

2. As a corollary to what has been said, it will be seen that *the divisor is a part of the dividend and must, therefore, be of the same denomination.* For the divisor simply represents so many units of the dividend as are required to make one unit of the quotient. But what has all this to do with the "Reciprocal Method of Division"? Simply this: It tells us where the reciprocal comes from. In the example $24 \div 8 = 24 \times \frac{1}{8}$. Where do we obtain the $\frac{1}{8}$? For unless this be explained we have no right to use it. What has been said about the unit values of the divisor and quotient will furnish an answer to the query. *The reciprocal $\frac{1}{8}$ is the value of a unit of the dividend in terms of the quotient unit.* As in interest we obtain the interest of \$1 for the time, and then multiply that by the whole principal, so in this case we accommodate one unit of the dividend to the new measure, then multiply this result by the entire dividend.

How will this apply to fractions? In the oft-cited example, $\frac{2}{3} \div \frac{1}{4}$, we have the problem. Change $\frac{2}{3}$ with unit value 1 to an equivalent quantity with unit value $\frac{1}{3}$. $\frac{1}{3}$, the reciprocal of the divisor, expresses the value of a dividend unit in terms of the quotient unit. Completing the process as before by multiplication, we have $\frac{1}{3} \times \frac{4}{1} = \frac{4}{3}$. Here $\frac{1}{3}$ and $\frac{4}{1}$ are equivalent expressions with different unit values.

I had designed touching briefly upon other points connected with the subject, but doubtless too much space has already been occupied.

G.

EUGENE, IND., July 21, 1871.

THOUGHTS ON SCHOOL GOVERNMENT.



O be successful in school, we must have law and order; we cannot have these without good government.

I. Means of securing government. The teacher is the most important means by which it is secured.

Subjective means: In the first place, the teacher must have perfect control over himself; for, if he does not govern himself, how can he govern others?

Often a great deal of courage is needed to hold rightful sway over pupils, and sometimes to stand against public opinion.

Consistency is a jewel here, as well as elsewhere; for, if rash promises or threats are made, and then left unfulfilled, the scholars soon cease to pay due respect to the teacher's commands.

Justice must be given to all: If a favorite pupil once violates rules, he should be called to account as surely as the most unruly. And, on the other hand, if a bad pupil keeps the commands, he should be commended for it.

To govern a school well, the teacher must know something of human nature, and know more than the general qualities of his pupils. He can not work wisely, who does not know the peculiar temperament and disposition of each pupil.

Sometimes a teacher will be troubled in governing a school, by children whose parents either do not govern them at all, or what is worse, badly govern.

The best way to deal with troublesome pupils, is to have private conferences with them first, and next with parents.

II. *Attention* should be paid to the condition of the pupils—that it should be comfortable. A school is more easily controlled, if provided with comfortable seats, a well ventilated room, and clean surroundings. It is very hard, especially for a small pupil, to sit two hours on a seat so high as not to allow the feet to touch the floor; and it is easier to be attentive and obedient in a clean, well ventilated room, than in an uncleanly one, breathing foul air.

A pupil properly employed is governed more easily; therefore, sufficient employment should be given. If unusually bright, additional studies should be taken, but with due regard to health.

III. *Punishments*. They should, as nearly as possible, be natural. If we violate a law of nature, we are deprived of the

pleasure derived from obeying that law. So, if a pupil be disobedient in recitation, deprive him of that privilege. Deprive of recess and other privileges, but use the rod only as a last resort. Using the rod is dangerous to the reputation of the teacher, as well as injurious to the pupil. A weak teacher often resorts to the rod; a strong one seldom, if ever.

Humanity does not teach to punish the body for the sins of the mind. I resolve that I never will use it, if it possibly can be avoided. It is, without doubt, going out of use as we become more civilized. But if we do have to use it, we should never do so in anger. The ends to be reached in punishments are prevention and reformation; and anger defeats rather than gains these. Pupils over fifteen or sixteen should never be punished with the rod. The statutes of Indiana have made no provision for or against the use of the rod, but in all cases say it must be used consistently.

If a pupil continues disobedient and disorderly, the trustee has power to suspend from the school; but if he becomes repentant, he is allowed to return.

Girls are more easily governed than boys, except in one thing—whispering.

In all, it requires a teacher with a steady hand, healthy body, true heart, and well balanced mind, to maintain good government in the school.

H. B.

STRONG DIET.



RICHARD GRANT WHITE, of New York, in his recent work on "Words and their Uses," takes, in substance, the following positions:

1. The verb does not in general agree with its substantive in number and person.
2. Pronouns do not agree with their antecedents in gender, number and person.
3. Active (transitive) verbs do not govern the objective case, i. e., nouns in the objective case, I suppose.
4. Prepositions do not govern the objective case.
5. One verb does not govern another in the infinitive mode.
6. The infinitive mode is not governed by substantive, adjective, or participle.

7. Conjunctions need not connect the same modes and tenses of verbs.

8. The English language is a "grammarless tongue."

9. "Nearly all of the so-called English grammar is mere make-believe grammar."

Now, if these are not bomb-shells sent right into the camp of grammarians, and especially grammar-makers, I know not what they are. If I were the author of a grammar, I would go either for Mr. White, or for my book.

My purpose was only to call attention to these new positions, but not to give opinions or to comment; hence, I desist, leaving the readers of the JOURNAL to ponder, and, if the spirit shall move them, afterwards to speak. G.

OFFICIAL DEPARTMENT.

OFFICIAL VISIT TO OWEN COUNTY.

Monday, July 31st, I arrived at Spencer, Owen county, to meet the Trustees and attend the Teachers' Institute. Examiner Wilson was ready in his Institute to give me a hearty welcome. On my arrival a discussion was in progress, on the question "Shall the use of the rod be dispensed with?" Some very sensible remarks were made on both sides. A vote having been taken, the question was upheld by a large majority. Especially did they consider the rod necessary in extreme cases. Much valuable instruction was given by D. E. Hunter, in geography, &c., by Mr. Alcott, in elocution, and by others in the use of "Webb's Dissected Cards," &c.

On Tuesday afternoon I had a very pleasant interview with the School Trustees of the county. Seven townships and the town of Spencer were represented. The School Examiner was also present. Various matters pertaining to the administration of the public schools in the county were talked over in a very pleasant way, and satisfactory conclusions were generally reached. The attention of the Trustees was called to the law passed March 9th, 1867, authorizing them to make a local levy upon the polls and property of their respective corporations for tuition. There was a general determination to levy, for the present year, ten cents on the one hundred dollars, which will considerably increase the length of the school term—the one thing needful just now. Even this small levy will give two months addition to each school in the county. In relation to paying teachers there was one general feeling that teachers should be paid according to the grade of license. Mr. Wilson is in earnest in the educational work of his county; so I believe are the Trustees generally.

OFFICIAL VISIT TO ORANGE COUNTY.

August, the great month for Institutes, is upon us. "Many are running to and fro and knowledge is increasing." On the 8th of August I arrived in Paoli, the county seat of Orange. The teachers and some of the citizens assembled at the Court House at 8 o'clock, P. M., to hear my address upon the *Teacher and his work*. Next day the Institute met promptly at the hour appointed. The Examiner, Mr. Stackhouse, has everything in good running condition. There were present about sixty teachers. Prof. Bloss, of New Albany, was present, rendering efficient service. He had formerly taught at Little Orleans of Orange county. A very large number of the teachers present were his former pupils. He might well be proud of them for they are a fine looking corps of young ladies and gentlemen, and if

they could be kept at work nine months in the year, as they should be, they would regenerate the county. I had the pleasure of meeting quite a number of the Trustees. Called their attention to the local tuition tax. They did some good thinking, but no acting. I hope the Trustees will walk right up to the very limit of the law, and thus extend their school terms. There were some things about the Orange Institute I greatly admired. Examiner Stackhouse's promptitude, good nature, and parental attachment for his teachers. The good music, the fine personal appearance of the teachers. But I think the happiest man in the crowd, and rightly so, was Prof. Bloss among his own pupils. Examiner Stackhouse and all the teachers of Orange county have my thanks for their courtesies and my good wishes for their success.

PRIVATE EXAMINATION.

CRAWFORDSVILLE, July 3, 1871.

M. B. Hopkins, Sup't Public Instruction:

DEAR SIR:—* * * May an Examiner hold more than one examination a month? What would be considered a private examination?

Respectfully,

J. F. THOMPSON,
Examiner Montgomery county.

REPLY.

JULY 7, 1871.

J. F. Thompson, &c.:

Your favor of the 5th inst. is before me. In reply I can say that an Examiner can hold more than one public examination a month, but he must hold at least one.

A *private* examination is the opposite of a *public* one. An examination is public when it is open to all who may choose to attend, and when due notice of it has been given by publication in at least one newspaper, or where there is no local paper, by informing the Director of the school for which the applicant intends to apply, the Trustee of the township in which the school is situated, and all others interested, of the time and place of the examination. If the examination is held on a stated day, as the last Saturday in each month, general notice having been given that on that day an examination was held each month, it would be a public one. But if the examination is held on any other than the stated day or days, though the door of the room in which the applicant is examined be not locked, and the room be a public one, if notice, by publication, or to the parties interested, had not been given, it would be a *private* one.

This is the construction which has been given by the Superintendents of Pennsylvania and Illinois, and it has been the uniform ruling of this office. See an article on the subject in the *INDIANA SCHOOL JOURNAL*—January, 1871, number—by Judge D. D. Banta, a copy of which I send you.

JULY 25th, 1871.

A. J. Stakebake, Examiner Randolph Co.:

DEAR SIR:—Your favor of yesterday came duly to hand.

An examination held in the sitting room of the Examiner, without public notice, would be a private one. This the law expressly prohibits. In the absence of fraud on the part of the applicant, the license so granted is a valid one. But if the applicant sought the examination, knowing at the time it was a private one, or believing it to be such, if he obtained a license, it is void; for it is a maxim of law that "no man may take advantage of his own wrong." See, also, *Rufus L. George v. School District, &c.*, 20 Vt. 495.

TOWNSHIP ORDERS AND RECEIPTS.

I have been informed that some Trustees have frequently purchased desks, books, charts, &c., paying and receipting for the same before delivery. This is a very unsafe way of doing business. Trustees on no occasions should give receipts, orders, or pay for desks, &c., before completion of the contract by delivery.

MILTON B. HOPKINS,
Supt. Public Instruction.

EDITORIAL—MISCELLANY.

BUSINESS NOTICE.—I hereby announce to all concerned, that I have this day, August 5, 1871, sold the remainder of my interest in the *INDIANA SCHOOL JOURNAL*, to W. A. Bell, thus making him sole Proprietor and Publisher of the same. He will fulfill all existing obligations to subscribers and advertisers on terms stipulated.

August 5th, 1871.

GEORGE W. HOSS.

We are under many obligations to both examiners and teachers for good lists of subscribers sent from Institutes. We trust more will come.

We commend to all the excellent articles contributed. Among these we call special attention to President Edwards's article. It will be seen in this that he lays much more stress on practice in writing and speaking than on dry rules and dead formulas. Four years ago we advocated this doctrine, saying that "we learn to write by *writing*, as we learn to swim by *swimming*." Processes in a living language are the reverse of those in a dead; they are synthetic not analytic.

We commend to all concerned the doctrine contained in Prof. Vawter's article. As we gave our views in favor of this in 1868, we need not now repeat them.

The attractive and highly practical article on the Map of Indiana, can hardly be too highly commended. The author gives his own method, vitalized by a successful experience. We trust no primary teacher will pass this without a careful study.

HYMENEAL.—Since our last issue, Hymen has been at work with our associates. Professor W. A. Bell, Associate, and Thomas Charles, former Associate, have each recently paid their vows at the hymeneal altar. Each wisely chose teachers; Prof. Bell, taking Miss Cannell, his assistant in the Indianapolis High School; Prof. Charles, Miss Blood, of Chicago.

These have both done wisely, let others go and do likewise. For no impediments should hinder the union of true hearts, when bound by the silken cords of holy love. For 'tis true now as of yore, that

"Till Hymen brought his love delighted hour,
There dwelt no joy in Eden's rosy bower."

And 'tis equally true, that

"The world was sad—the garden, a wild,
And man, the hermit, sighed, till woman smiled."

May love's sweet dream, spoken on that solemnly happy hour, only by "eyes that looked love again," not dissolve, but mellow into solid joy, and that into perennial happiness. Peace, prosperity and happiness unto all.

A NEW DISEASE.—For the last ten years I have been impressed with the belief that we Americans are afflicted with a new disease; not new in its manifestations, but new in the catalogue of ailments, as it is not named nor diagnosed in medical works.

You meet the evidences of this disease in almost all places frequented by human beings, in the rail car, in the bar room, in the school room, sometimes in the church, and in extreme cases in the parlor and the drawing room. Its attacks are more frequent and obvious among the uncultivated, indeed, it prevails almost universally in this class, scarcely any escaping its ravages. The more cultivated do not always escape, but with them it takes a milder type, often being intermittent, the patient frequently being relieved when in refined company, sometimes even when in a fine parlor with elegant furniture and costly carpets. These agencies are cheaper, more agreeable, and often more effective than medicine. Let the patient seek refined society whenever he feels symptoms of an attack. Sometimes relief is obtained by simply stepping into a church, or a well regulated school. On the other hand, attacks are frequently brought on by stepping into a bar room, a court room, or into what is called the gentlemen's (?) car in a railway train. Like many other diseases, it is influenced by local causes.

Another characteristic of this disease is that it seems to have what grammarians would call *gender*, or naturalists, *sex*, or what unlearned people would call sexual preferences. It attacks almost exclusively the male sex. If per chance it does attack one of the other sex, the unhappy subject will almost invariably be found to possess a cadaverous face, frizzly hair, and an amazonian character. She has but few of those finer qualities and sweet graces that characterize the lady. She is likely to be a virago, or a vixen, or both.

Another characteristic of this disease is that usually it is more offensive to the friends and associates of the patient than to the patient himself. Very like the breath of an onion eater, it may give its possessor little concern while it is annoying and offensive to half a room-full of companions.

Still another characteristic is its antagonism to clean shirt bosoms, clean carpets and handsome beards. It seeks, discolors and defiles all these. It is a general foe to cleanliness.

We will not, at present, notice other characteristics of this distressing malady, but will close by giving it a name. This name, for the sake of euphony and its venerable Greek origin, shall be *Ptyalism*. Many of my readers know that this word is from the Greek, πτυαλισμῶν, *spit*.

Two of the fruitful sources of this disease are the use of tobacco and a coarse nature. The remedies are abstinence in the first case, and culture in the second. The school room is a good place to operate against both sources. Reader, may you be saved from the ravages of this new disease and from its disgusting effects. Chew no tobacco, and eschew *ptyalism*.

(C) *EXTEMPORE SPEAKING.—II.*

Said the old Romans, *orator fit*, the orator is made. That is, they claimed that he was a product of art, not of nature; that, like a teacher, lawyer, or shoemaker, he must study and practice. This is the correct view. As long as we hold the opposite and pernicious view that nature makes the orator, very few will make any effort at improvement. We, therefore, place public speaking where we place other arts and sciences, namely among things to be taught and to be learned. This brings us to the

PROCESS.

After the training in the "Talking Exercise," presented in my last number, we commence formal speaking.

1. Character of theme.

(a.) Simple. (b.) Fully within the comprehension of the class. (c.) That in which they are in some degree interested. The greater the interest, the better.

2. Analysis. If theme be money, analysis may be.

(1.) Kinds. (2.) Uses. (3.) Evils of. (4.) Origin, or history of.

This analysis should be made by the teacher, and given the class for study sufficiently long before exercise. It should usually be given at close of the recitation preceding that in which it is to be used.

RECITATION, OR PRACTICE.

When class engages in recitation or practice—

(1.) Fix limit of time beyond which no speaker shall pass—at first two minutes, next three, five, afterwards ten, &c., as power develops. Short time begets confidence, long, discouragement. The most fearful take heart when they see they are not to exceed two minutes.

(2.) They may stop short of limit; should be encouraged to fill time, but not reprimanded if they fall short.

(3.) Let members choose the subdivision or divisions to which they will speak.

(4.) Members stand while speaking.

(5.) Require no gesticulation, but on the contrary discourage it until it springs spontaneously. Then, and not till then, is it natural and impressive.

The rule must be here, as in other studies, little by little. *Put this on a long up grade of three or four years as we do arithmetic, and how the difficulties would vanish.* Indeed, the whole philosophy is here in a single sentence. But how different our custom, and how many the failures, and no wonder. Without a word of instruction, or an hour's training, we say to a boy or young man, "make a speech." No wonder he goes to the opposite extreme, and becomes "speechless." He is confounded, overwhelmed. When the tyro comes to school the first time in his life, with primary arithmetic in hand, but unable to name the digits, we do not say, "*solve a problem.*" And if we should, and he should say how or where, would you say begin anywhere you please, in arithmetic, algebra, geometry, or calculus.

but solve it? Such a teacher you would give a place in the insane asylum. But when we come to examine the difficulties of speech-making, we find them greater by far than those of problem solving. The Greeks did not teach as indicated above, nor must we. The whole may be expressed in a word, the talismanic word of all elementary instruction, namely, *gradation*. Begin with the elements and few at a time. Short stages and light loads, and success is gained in a thousand cases where now we have failure.

We pass to consider some things aimed at.

(1.) The great aim in these first stages is to secure the ability to speak consecutively; negatively, to avoid hesitation, repetition, stammering, indistinctness, coughing, cleaning throat, &c., &c.

(2.) To inspire confidence. Want of confidence is one of the chief obstacles of the young speaker, whether in the common school, the academy, or the college.

(3.) Method in thought. Every successful speaker must be able to pursue a line of thought. To do this he must have method. Analysis helps to develop this. Method is always a merit; the want of it, a defect.

Many other things are of course aimed at in these exercises, as correct pronunciation, choice in language, development of the power of thought, &c., &c.

At first but few of these must come into view, or you overwhelm your pupil, and he shrinks from the task.

We close by naming a few points to which the teacher must direct special attention.

1. Artificialness of tone. Many young speakers, in imitation of some burly declaimer, begin at once to mouth it, talking in a big, round, but very hollow tone. This is fatal, and should be checked immediately. Others scream, as if their hearers were deaf; others speak in the throat, sometimes merely with the lips, making all tones thin and many harsh. All these, and others not named, must be avoided. But how? The books say, "be natural." But what is natural? There is the rub!

The best mode of being natural, that I have ever discovered, is always to start with the *talking tone*. Then never purposely change that tone. Leave it as you leave your gestures, to unconscious warmth, growing out of your theme, your audience and your own mental action. The change will then be gradual, hence natural. It will be up the inclined plane of your feelings.

2. The teacher must guard against bad attitudes and bad gesticulation. Young speakers are prone to very strange attitudes, and stranger gestures. Space forbids the naming of these. They should receive early and careful attention. If taken in time there is but little trouble, much less than in managing the voice. Many other things demand attention, but these cannot be noticed now.

Let all remember for encouragement, that the orator is made, not born. If we were dealing with the poet it would be different. Of him the Romans said, *poeta nascitur*; but, as stated in the opening of this article, of the orator, they said, *orator fit*.

SENSIBLE AND PROGRESSIVE.

The Northwestern University at Evanston, Ill., like many others, has opened its doors to women. Notwithstanding this, the vague consciousness is bodying itself into clear conviction that the University curriculum, though an advance on the course of the "Female College," is not all that is wanted. As woman's life is not all man's life, *i. e.*, as there is a point of divergence in duties and experience, so in their education. There is much in the education of the two that is common, but there are some things that are not common. All that pertains to general development is common, but that which pertains to special application, is not common. Technics in the work of woman as in that of man, are special. To think, to judge and to reason are common to men and women, and in all classes and all callings. But to plead law and to make a vest are technical, or professional.

The friends of the Northwestern and of woman's completed education are recognizing these cardinal principles and hence are shaping their policy accordingly. To this end, these friends are proposing to supplement the University course by a special course in a "Ladies' College." Among other departments, this course will include the *Department of Fine Arts*; a *Health Department*; and a *Home and Industrial Department*. Herein are the technics, or the specialties; herein are the progressive and the sensible. The knowledge of the laws of health come no more by intuition, than a knowledge of the laws of chemistry, hence should be taught.

The science and art of house-keeping, one of the fine arts, but we are sorry to say one of the "lost arts" in many families, comes no more by instinct than the science of government and of drawing, hence must be learned. True, home is a natural and appropriate place to learn these, provided always there is a willing and competent teacher. But so defective has been our system of female education, and so vitiated public sentiment, that many mothers are incompetent to this work, and others are averse to it. Under these influences the home training is likely, in many cases, to reproduce in the daughter the mother's ignorance with an intensified prejudice. What is the remedy? The systematic instruction of the schools, just as the systematic instruction of the polytechnic school and the agricultural college, are lifting handicraft and agriculture to a plane nearer the learned professions. Every one feels that a calling, or labor, has been dignified when it admits or demands brain work. A systematic training in the Home and Industrial, and in the Health Departments, will reveal the fact that in these is a demand for brain, *i. e.*, for thought. The operative will find that to run this human machine, her body, or the bodies of those committed to her care, "fearfully and wonderfully made," requires quite as much *thought* as to run a piano or a French harp. She will find that there is thought in gastronomy as well as in astronomy; that there is surely occasion for thought in determining the economy and healthfulness of different kinds of food—in fulfilling the Scripture injunction, "feed me with food convenient for me"—as there is in measuring the belts of Jupiter, or determining "the influence of the Pleiades."

Such schools will diminish the number of boarding school neophytes represented by the simpering Miss who, on leaving college, boastfully exhibited her ignorance of domestic affairs, by exclaiming, "La me, I have been so long engaged in the mysteries of Science and the beauties of Literature that I have almost forgotten which cow it is that gives the butter-milk."

Now we care very little whether a girl forgets or remembers which "cow gives the butter-milk," but every sensible man does care whether the education of his wife, or his intended wife, is such as shall help her in her efforts to make home systematic, economic, lovely, sweet, filling it with health and gladness, as nature does halls and chambers with air and sunshine. As this Institution, and all others like it, will unquestionably, if properly managed, tend to this result, we again say of it, and all of its kind, *sensible and progressive.*

REPLY TO T. O.

When disputants commence repeating themselves, it is reasonable to presume that they have exhausted their arguments, and that further discussion would not be profitable. If one of the parties ignores the chief arguments of the other, it is usually understood that he either cannot answer them or that in his opinion they do not merit an answer. In either case, the discussion cannot be continued with profit to the disputants or their readers.

The arguments for and against the Word Method have been presented, and I am willing to leave them to their results, not doubting but that experience will ultimately decide with the right. With this both of us should be content.

PRONO.

TRIBUTE OF RESPECT.

On the occasion of the resignation, by Prof. S. K. Hoshour, of the Biblical Chair in the N. W. C. University, Indianapolis, the Board passed the following highly complimentary resolutions:

Resolved, That in parting with Prof. Hoshour, we express our profoundest regard for him as a Christian of spotless character, an associate most genial, an adviser and counsellor always reliable, and a scholar of varied and extensive attainments.

Resolved, That the Board further express their highest appreciation of the faithfulness with which he has discharged the arduous duties of his office during the long term of thirteen years' connection with the Institution, both as President and Professor in the University.

Resolved, That his long life, almost entirely given to the interests of education, affords an example of devotion and self-sacrifice worthy of being cherished in most grateful memory by all who propose to adopt the profession to which he has devoted his life.

Resolved, That we tender him our most sincere and heart-felt wishes for his welfare and happiness, and pray the great Head of the Church that his old age may be as rich in the fruits of joy and peace in the Holy Spirit as his youth and manhood have been full of active labor for the glory of God and the good of men.

On Prof. Scott Butler's resignation of his position in the State University, the Faculty passed the following commendatory resolutions:

Whereas Prof. Scott Butler is about to leave us for a new field of labor: Therefore,

Resolved, That while we congratulate Prof. Butler on his promotion to the Chair of Latin in the N. W. C. University, we sincerely regret this severance of his connection with this University, not only because of his agreeableness as a gentleman, but because of the loss to the University of an honest, capable and faithful teacher.

Resolved, That our best wishes will accompany Prof. Butler and his esteemed wife in their new home and duties, not only for happiness but for eminent success.

POPULATION.—Cities of Indiana with a population over 5,000, taken from the Atlas and Gazetteer of Indiana. A second enumeration gave Indianapolis 50,000. If possible, census tables should do all parties exact justice. Here are the figures, however, taken from the source above indicated:

Indianapolis	41,603	Richmond.....	9,443
Evansville	21,830	Logansport.....	8,950
Fort Wayne	17,756	Jeffersonville.....	7,309
Terre Haute.....	17,105	South Bend.....	7,208
New Albany.....	16,205	LaPorte	6,581
Lafayette.....	14,312	Vincennes.....	5,461
Madison	10,709		

FROM CATALOGUES.—From the Catalogues on our table, we gather the following concerning Institutions in our own State. (We do not insert from other States.

State University, Bloomington, Cyrus Nutt, D. D., President—Seniors, 23; Juniors, 27; Sophomores, 26; Freshmen, 46; Select Course, Irregulars and Sub-Freshmen, 133; Law, 53; total, 308. Counted twice, 7. Net total, 301. Next term opens September 18.

Asbury University, Greencastle, Thomas Bowman, D. D., President—Seniors, 33; Juniors, 32; Sophomores, 39; Freshmen, 68; Irregular Collegiate, 84; Preparatory, 77. Total, 333. Next term opens Sept. 13.

North Western Christian University, Indianapolis, Rev. W. F. Black, A. M., President—Seniors, 13; Juniors, 7; Sophomores, 14; Freshmen, 42; Preparatory, 222; Law, 11; Business College, 83. Net total, 345. Next term opens Sept. 13.

We would gladly make notice of other Colleges, but catalogues have not been sent.

PERSONAL.

Prof. J. P. Rouse has resigned the Presidency of Stockwell Collegiate Institute.

Prof. J. L. Rippetoe has resigned the Superintendency of the Connersville schools.

Prof. James Hall, after a sojourn of two years in Minnesota, seeking health of family, returns to Indiana and re-enters the profession of teaching. He was for years the successful Superintendent of the Knightstown schools. We cordially welcome him back to Indiana and Indiana work.

Mr. Strasburgh, Principal of the Lafayette High School, has been elected President of the Lincoln Institute (colored), Jefferson City, Missouri, at a salary of \$2,000. We congratulate him and the Institution, and commend him to his new associates and co-laborers.

The title of LL. D. was conferred on Prof. Owen, of the State University, by Wabash College, at the last commencement. We congratulate our co-laborer.

Prof. E. C. Hewett, of the Illinois State Normal School, will labor in the Marion County Teachers' Institute, to be held in Indianapolis, beginning August 28, 1871.

R. F. Brewington has resigned the Superintendency of the Vevay schools, owing to ill health. We shall regret it if Mr. Brewington is compelled to leave the educational field entirely, as he is one of our most faithful and efficient workers.

Rev. Dunham, the Examiner of Miami county, is engaged in holding a four-week's Institute. Judging from the short time we were able to be present, he seems to be doing a much needed work.

Mr. George G. Manning, a graduate of the Illinois State Normal School, has been elected Superintendent of the Peru schools. He comes highly recommended, and we bid him a hearty welcome to the Hoosier State.

Mr. J. J. Mills has been elected Superintendent of the Wabash schools, *vice* Pleasant Bond, resigned. He has been Principal of the Wabash High School for two years past, and this promotion is a fitting recognition of true merit. He has our congratulations.

Prof. John Cooper, of Winchester, Ind., received the degree of A. M. at the last commencement of Miami University, Oxford, Ohio.

The Commissioners of Decatur county have employed Examiner W. H. Pownor to give his entire time to the schools of the county. This is another step in the right direction. No other county, at present, continues its schools so long (six months), and with such a man as W. H. Pownor as Superintendent, old Decatur will at once move to the front. Let other Commissioners follow this example.

Isaac Mills, Principal of the West Newton School, has been appointed Principal of the Wabash High School. He is a good teacher, and we regret to lose him from Marion county.

Prof. P. Bond has resigned his place as Superintendent of the Wabash schools, and has removed to Indianapolis to engage in the Real Estate business. May he have abundant success in his new field of labor.

D. Eckley Hunter has again been elected Superintendent of the Princeton schools. This is Mr. Hunter's former home, and he seems to be growing in favor with his old friends. The first year he taught there he received \$500; the second year, \$600; the third, \$720. Then he left them, and after an absence of two years, he was recalled at a salary of \$1,000. He then left again, and now, after an absence of five years, he is recalled at a salary of \$1,500. If this is not salary enough, we suggest to Mr. Hunter that he leave once more.

The Terre Haute High School graduated ten pupils at the close of last term. Other High Schools send no word.

The JOURNAL is increasing in circulation, and if friends are not too favorable in their statements, in acceptability also.

On request of the Professor, the Board at its recent session abolished the Normal Department in the State University.

At the recent commencement the State University graduated seven young ladies.

What has become of Perdu University?

Educational items always wanted for the JOURNAL.

ITEMS.

TRUSTEES are authorized to take the SCHOOL JOURNAL and pay for it from the Special Fund. They need it especially on account of the Decisions and Suggestions of the State Superintendent—they need it also for the general information they will gain in regard to teaching and governing schools. They cannot well afford to be without it.

WE publish two articles on Inversion of Divisors, and have two or three more that came too late, even if we had had space for them. We are glad to see this interest, but must limit the space devoted to any one subject.

P. JENNINGS, of Indianapolis, would like a situation as teacher of the classics.

WE will furnish blank TEACHERS' CERTIFICATES to examiners at \$2 per hundred.

THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, which met in Indianapolis August 16, 1871, was largely attended. Fifteen States, the District of Columbia, Canada, and England were represented. Many of our most distinguished authors were present. Asa Gray, author of the well-known text-book on botany, was President of the Association.

In this Association persons are not appointed for special exercises, but all are encouraged to make voluntary contributions. About *ninety* papers were presented, and most of them read. We shall be able to give our readers some of these in the JOURNAL, but most of them were entirely too scientific and technical to be of special interest to any but the few who have made these various sciences *specialties*.

THE Board of School Commissioners of Indianapolis has directed the Superintendent to re-organize a training school in connection with the public schools of the city. It is expected that the school will be in operation by the middle of September next.

INSTITUTES will be held in the following counties during the week beginning August 28: Johnson, Jefferson, Vigo, Warrick, Bartholomew, Marion, Harrison, Jackson, Jennings, Morgan, Delaware, Floyd, Green. In Jasper, Oct. 2; in Newton, Sept. 25; in Davies, Oct. 2; in Stark, Nov. 15; in Clay, Sept. 4. We shall be glad to announce all institutes, and to publish concise reports of them. Will Examiners please report the same.

The subject of County Superintendency should be discussed in every Institute in the State.

In next number we shall publish the programme of the State Teacher's Association, to be held next winter. We wish teachers, even now, to begin to calculate on attending that meeting. It will undoubtedly be the largest ever held in the State.

THE following items are taken from the forthcoming report of the Terre Haute schools for the year 1870-71, W. H. Wiley, Superintendent: Whole number of pupils, 3,410; average number enrolled, 2,147; average daily attendance, 2,048; average daily absence, 99; average per cent. attendance, 95.3.

THE school house at Noblesville is one of the best in the State. It has just been completed at a cost of \$25,000. The school rooms, eight in number, are supplied with the most approved school furniture, affording comfortable seats and desks for 556 pupils. Noblesville, in a short time, so far as schools are concerned, will take its place in the front ranks with other cities and towns of the State. Jas. Baldwin is Superintendent of the school.

OWING to our increased subscription list, and large number of JOURNALS sent to Institutes, our supply of back numbers is entirely exhausted, and new subscriptions will have to begin with the September number.

Teachers will please bear in mind that we made no August issue of the JOURNAL.

Read our advertisements.

METEOROLOGICAL OBSERVATIONS FOR JUNE, 1871.

MADE AT THE STATE UNIVERSITY.

Temperature..	{ Highest (Friday, 23d)	90°6
	{ Lowest (Friday, 30th)	45°5
	{ Mean for the month	74°
Barometer.....	{ Highest (Wednesday, 21st)	29.347 in.
	{ Lowest (Tuesday, 6th)	28.932 in.
Rain.....	{ Amount in inches	1.29 in.
	{ Number of days in which rain fell	10
Cloudiness.....	{ Number of days clear (sun not obscured)	13
	{ Number of days total cloudiness (sun not visible) ..	0
	{ Mean for month (proportion of sky covered) .....	.34
Humidity	(1 denotes entire saturation of the air) .....	.64
Prevailing winds	from the South.	

METEOROLOGICAL OBSERVATIONS FOR JULY, 1871.

MADE AT THE STATE UNIVERSITY.

Temperature..	{ Highest (Saturday, 8th)	94°8
	{ Lowest (Thursday 20th)	49°
	{ Mean for the month	74°3
Barometer.....	{ Highest (Saturday, 22d)	29.383 in.
	{ Lowest (Wednesday 19th)	28.960 in.
Rain.....	{ Amount in inches	4.96 in.
	{ Number of days in which rain fell	7
Cloudiness.....	{ Number of days clear (sun not obscured)	7
	{ Number of days total cloudiness (sun not visible) ..	3
	{ Mean for the month (proportion of sky covered) ....	.39
Humidity	(1 denotes entire saturation of the air) .....	.66
Prevailing winds	from the South West.	

ERRATA.—In "Observations for May," pulished in the JOURNAL for July. Instead of "Temperature, highest Sunday 18th, 97°5'," and "Humidity, (1 denotes entire saturation of the air) 52'," read, "Temperature, highest Sunday 28th, 87°5'," and "Humidity, (1 denotes entire saturation of the air,) .62'".

M.

ABROAD.

Nebraska University pays its President \$4,000, and the Professors each \$2,000. Rather too large a difference.

Hon. B. G. Northrop, Secretary of the Connecticut Board of Education, goes on a tour to Europe for rest and observation.

Number of students enrolled in the Iowa University last year, was 447; in Law, 45; in Medicine, 37; in Normal, 23. George Thatcher, President.

Illinois Female College, located at Jacksonville, W. H. DeMotte, President, graduated six members at last commencement.

Hon. Ira Divoll, formerly Superintendent of St. Louis schools, and recently elected Superintendent Public Instruction of Missouri, deceased in June, after an invalidism of a year.

In the Connecticut Normal School the sexes are represented as follows: Gentlemen, 18; Ladies, 130. Teaching in the more elementary grades is rapidly passing into the hands of women.

At the recent session of the Arkansas Legislature, a law was passed creating a Board of Trustees for an Industrial University. Industry revives when slavery dies.

The Industrial University of Illinois is making large provisions in the way of new buildings, thus furnishing accommodation for 1,000 students. Twenty-three young women were in attendance at this Institution last year.

With the July issue, Prof. S. H. White, editor of the *Illinois Teacher*, resigned his editorial position. The reasons given are press of duties and a regard for health. He has held the position seven and a half years. We regret the necessities compelling Mr. W.'s withdrawal, for he has done a good work. The *Teacher*, one among the best journals published, has steadily grown in ability under his care. But changes must occur, all must withdraw sooner or later. We say to friend White, *vale*, with best wishes for peace and prosperity. E. W. Coy, Principal of the Peoria High School takes his place.

The two nominees for School Commissioner in Ohio, are practical educators. Mr. W. W. Ross, Democrat, is Superintendent of the Tremont schools. Prof. Thomas W. Harvey, Republican, is Superintendent of the Painesville schools. Of Mr. Ross we have no knowledge. Prof. Harvey is the author of a popular series of English Grammars. As many of our readers will remember, he attended and labored successfully in our State Institutes some five years ago. If elected he will doubtless make an able and efficient officer. Ohio is blessed with plenty of good material, and hence can afford to put a new man forward every two years, yet, in our opinion, she would be the gainer if she would keep the men in office at least two terms. Experience in a complicated office wins.

By a recent act of the Ohio Legislature, text books, after chosen by Trustees, cannot be changed under two years, and then only under proper checks and guards. This is wise.

VALEDICTORY.

Valedictories are always solemn. They mean partings, in some cases for years, in others, forever. Such seems this. In relation of editor and readers of the *SCHOOL JOURNAL*, we shall, in all human probability, not meet again. Hence it is solemn here. I leave the State for labors in another field. Thus I sever my relation, not from the readers of the *JOURNAL* only, but from the teachers and friends of education throughout the State. Nine years I have been associated with you as editor of the *JOURNAL*, and twenty-one years as teacher, and yet, to all these friends in every part of the State, I must say farewell.

I need not enter into reasons to say why I go—'tis sufficient to say I go because of no dissatisfaction with Indiana or Indiana teachers, (were such the case, the pang of severance would be lighter.) On the contrary, I go feeling that Indiana has honored me to the measure of my merits, and that her teachers are my friends, and I love them. On the other hand, duty and interest, in my judgment, dictate my going.

Having been elected to the Presidency of the Kansas State Normal School, I go, Providence sustaining, on the 13th inst., to enter upon this new field of labor. I shall be glad to see my friends, or receive their letters, in my new home. My address will be Emporia, Kansas.

A word further concerning the *JOURNAL* before closing. As stated elsewhere, the *JOURNAL* will, from and after date, be under the sole management of Prof. W. A. Bell, former associate editor and publisher. Prof. Bell is too well-known to the educators of Indiana to need any commendation from me. The improvement of the *JOURNAL* in the Publisher's Department since his connection with it, is chiefly due to him. I believe he will maintain the *JOURNAL* at its present advanced position, and if he shall give it his whole time, as is now his intention, he will carry it to a higher plane. But, teachers and school officers, nine years experience has fully convinced me that no man can sustain an educational journal without the aid of the educators of his State. Such aid saved us from failure, and gave success instead. Permit me, however, to say to the lukewarm, that this aid does not consist in good wishes and a refraining from unfriendly criticism, but rather in positive help. 1, In aiding in circulation; 2, in contributing articles; 3, in furnishing educational news. To say "be ye warmed and fed, and be ye clothed," is very cheap aid; so cheap that an editor would soon grow poor, and a journal weak. In a word, if you want a good *JOURNAL*, as I know you do, you must help make it. But I must close.

In harmony with what was said in the opening of this article, I hereby bid you, readers of the *JOURNAL*, and other educational friends throughout the State, a kind and an affectionate farewell.

August 5, 1871.

GEORGE W. HOSS.

The readers of the JOURNAL will regret to learn that Prof G. W. Hoss, long connected with this paper as its editor, has been called to a field of labor in another State.

Prof. Hoss has been an earnest worker in the cause of education in this State for the last twenty-one years, and has been closely identified with most of the forward steps that have been taken in that time. In whatever position he has filled, whether as College Professor, as editor of the SCHOOL JOURNAL, or as State Superintendent, he has done his work in a highly commendatory manner, and at the same time has taken a lively interest in everything calculated to advance the general cause of education. Indiana has but few such men left, and can ill afford to spare him.

We are glad to announce to our readers that although he closes his editorial connection with the JOURNAL with this issue, he will write us occasional articles.

As President of the Kansas State Normal School his experiences will be new, and his field of observation large, and our readers may rest assured that his articles will be practical and valuable.

We know that we express but the common sentiment of the educators of Indiana when we say that we regret exceedingly the loss of Prof. Hoss, but rejoice in his good fortune and this recognition of his true merit, and wish for him the highest success in his new field of labor.

W. A. BELL.

BOOK TABLE.

THE CHILD'S BOOK OF NATURE, for the use of families and schools, in three parts. By Worthington Hooker, M. D., author of "Physician and Patient;" "Human Physiology." New York: Harper & Bros. 16 mo., pages by parts, 120-170-179.

'Tis pleasant to find in the multitude of stiff and pedantic books, a volume redolent with the fulness of nature, and attractive in the simplicity of childhood. Childhood and nature are congruous. Childhood is the period of naturalness, as distinguished from artificialness, hence the period to seek, commune with, and to love nature.

This work, as stated in the title, is divided into three parts: 1, Plants; 2, Animals; 3, Air, Water, Heat, Light. While the facts given are of a scientific character, they are of so interesting a nature, and expressed in so simple and clear language that no child can fail to be interested in them. Indeed, if we were to say the interest would almost equal that manifested in story reading, we would not overstate the truth.

We unreservedly commend this book, both for home and school, with the hope it may displace at least a small amount of puerile trash and fiction.

ILLUSTRATED LIBRARY OF WONDERS. Published by Charles Scribner & Co., New York.

This library of Wonders has just been increased by the addition of two volumes, one called "Wonders of the Heavens," the other, "Wonders

of European Art." Both of these books, like all those of the same series that have preceded them, are admirably adapted to both public and private libraries. They contain an amount of information, unequalled in its kind, that would be a valuable increase to anyone's stock. Eight more volumes, now in press, will complete this wonder—ful library.

PHYSICAL LIFE OF MAN, WOMAN, OR ADVICE TO BOTH SEXES; ALSO ADVICE TO WIFE AND MOTHER, TO MAIDEN, HUSBAND, AND SON. By P. Henry Charasse, M. D., Fellow of the Royal College of Surgeons, England. National Publishing Co., Cincinnati, O; 12 mo., pp. 431.

This is a practical book on a practical, and in some points, a delicate subject. It touches the hidden spring of action, the secret springs of life. It does not aim to be severely and technically scientific, but rather, clear and plain, presenting truth in a simple dress. Though this may elicit the criticism of the learned, 'tis all the better for the general reader. None can read this book and practice its wholesome precepts, and not be wiser, healthier, purer, better. It teaches and exhorts to "flee youthful lusts," and encourage to live soberly, righteously, and wisely. In a word, its aim is to show how to live better. And who has solved the mystery of living well? None. Then none is without the need of light from this book or kindred sources. "Know Thyself"

HISTORY OF UNITED STATES. Published by A. S. Barnes & Co., New York.

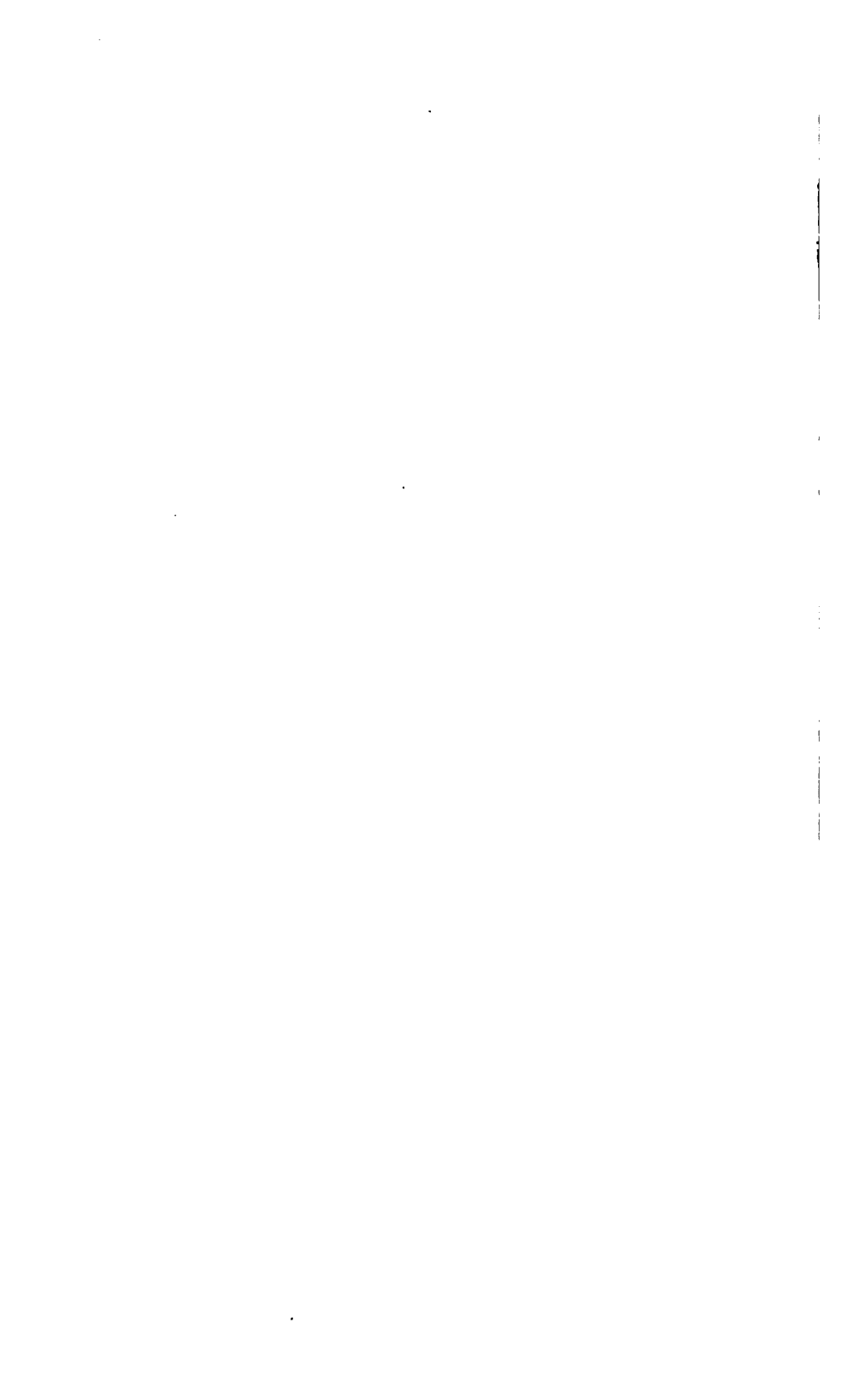
The little book before us presents a very pleasing and agreeable appearance with its smooth paper, clear print, and fresh pictures. A commendable feature of the work is the introduction of maps, enabling the pupil to become familiar with the location of all the places named in the history. While we see much to commend in the book, our cursory view does not bring to light anything to condemn. We recommend it to all teachers for examination.

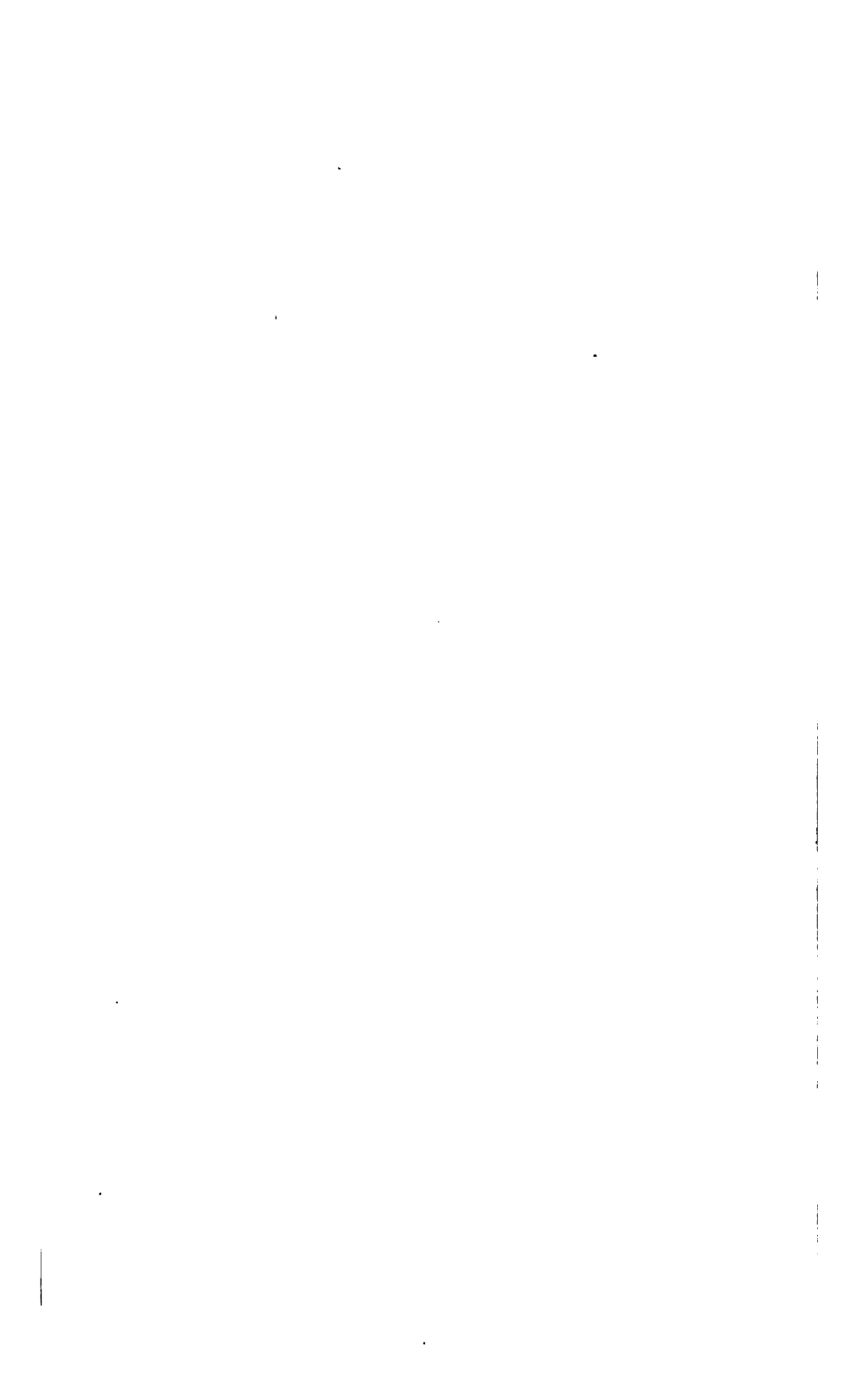
ANALYSIS OF CIVIL GOVERNMENT, including a classical and tabular arrangement of the Constitution of the United States. Designed as a class book for schools and colleges. By Calvin Townsend, Counsellor at Law. New York: Ivison, Blakeman & Taylor; 12 mo., pp. 342.

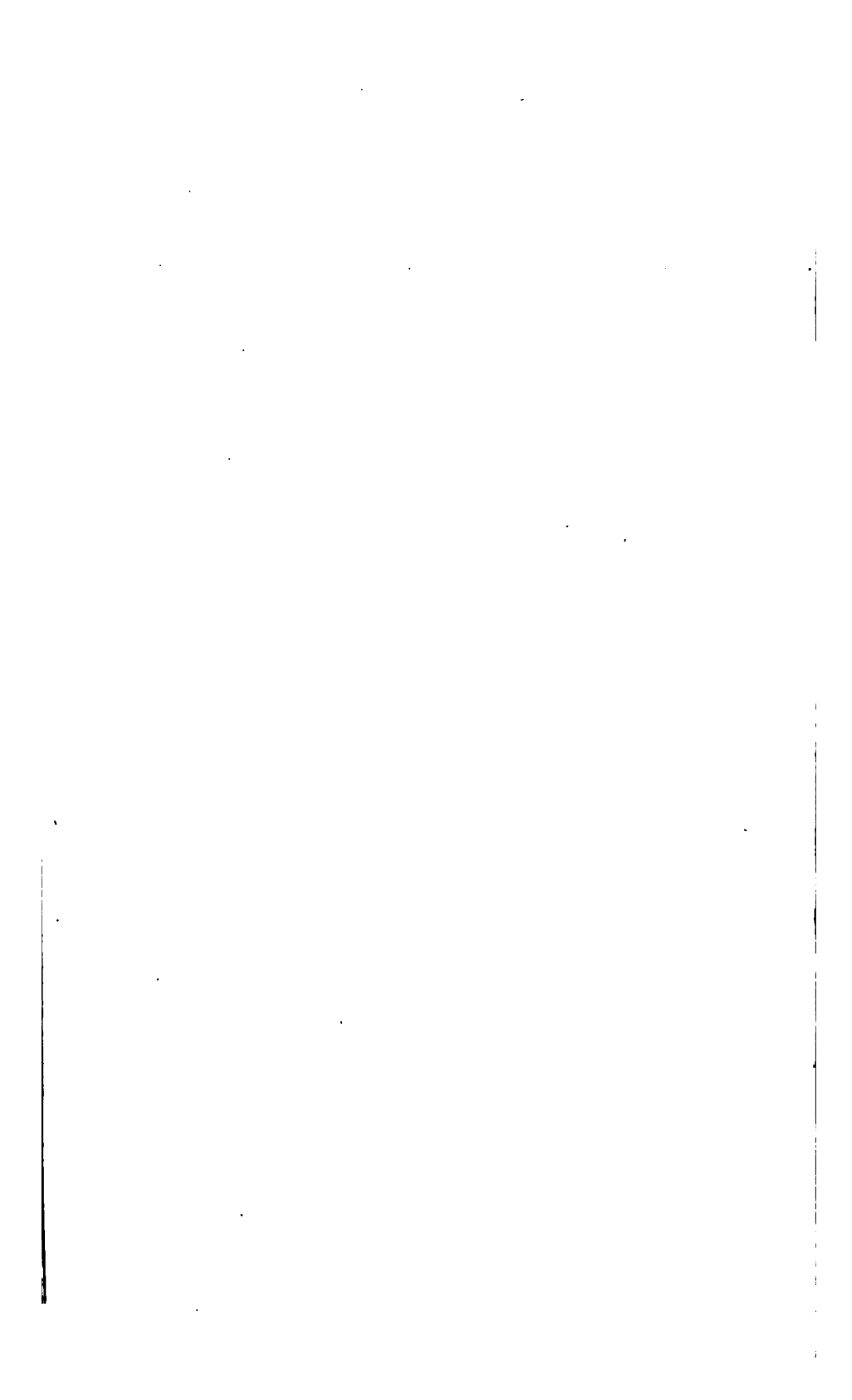
The cardinal excellence of this work is found in its mode of treatment. This mode is the *analytic*. It is rare in any work to find an analysis so full, so clear, and so natural. By full, we mean exhaustive, beginning with the whole and reaching the ultimate element. In clear, we include thought and language. By natural, we mean the order of the subject. The author has wisely departed, whenever desirable, from the order of the document, holding wisely to the order of the subject. In this he surpasses all other writers whom we have ever examined on the subject. Here is a prime excellence. In clearness he is peculiarly happy. His words are well chosen; his sentences seldom or never long, cumbersome, or obscure.

Every citizen who wields the ballot should know something of the fundamental law, that announces and secures the noble rights of free men. This will in an eminent degree furnish the privilege. In clearness, method, and analytic exhaustiveness it is without a peer.

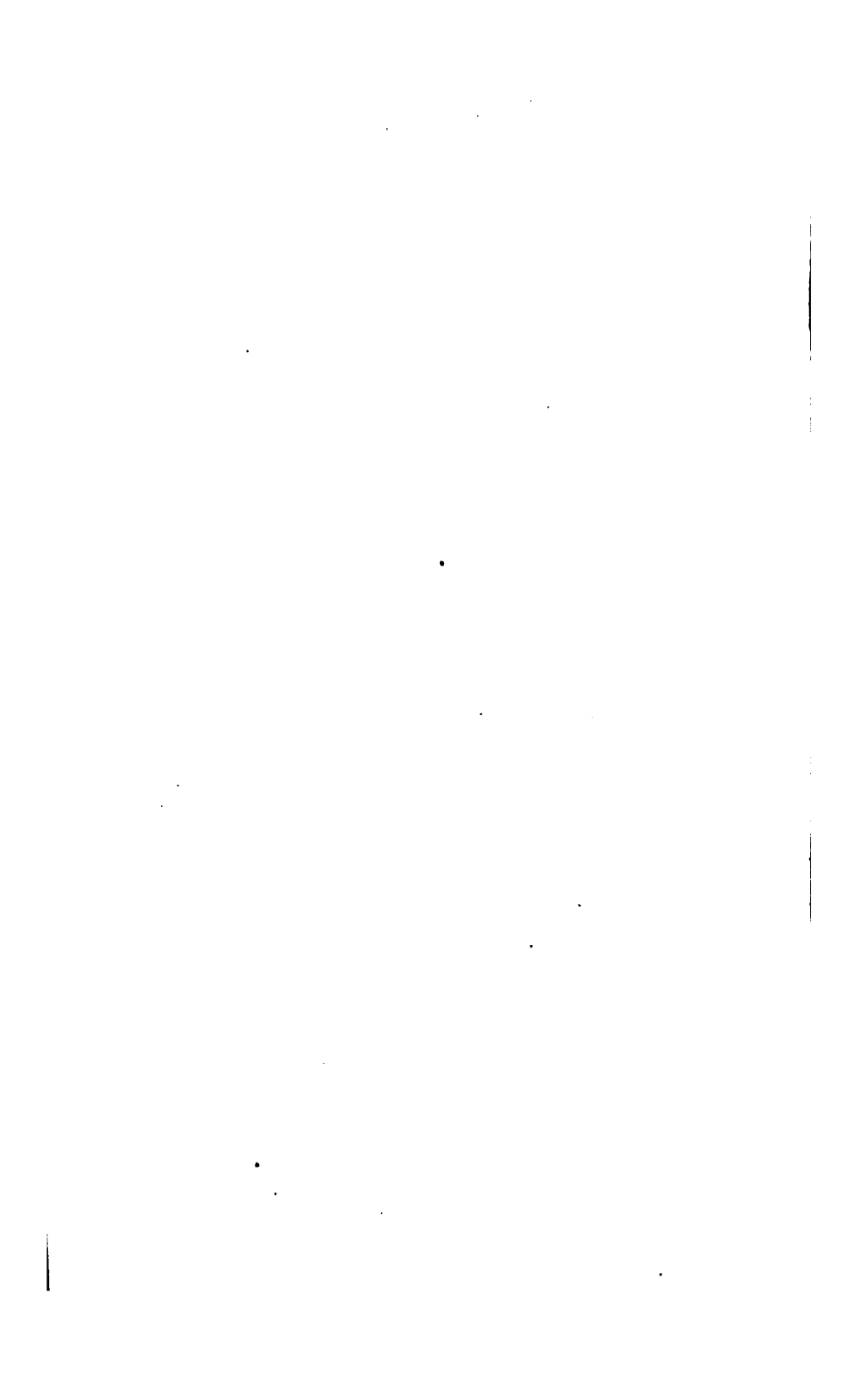




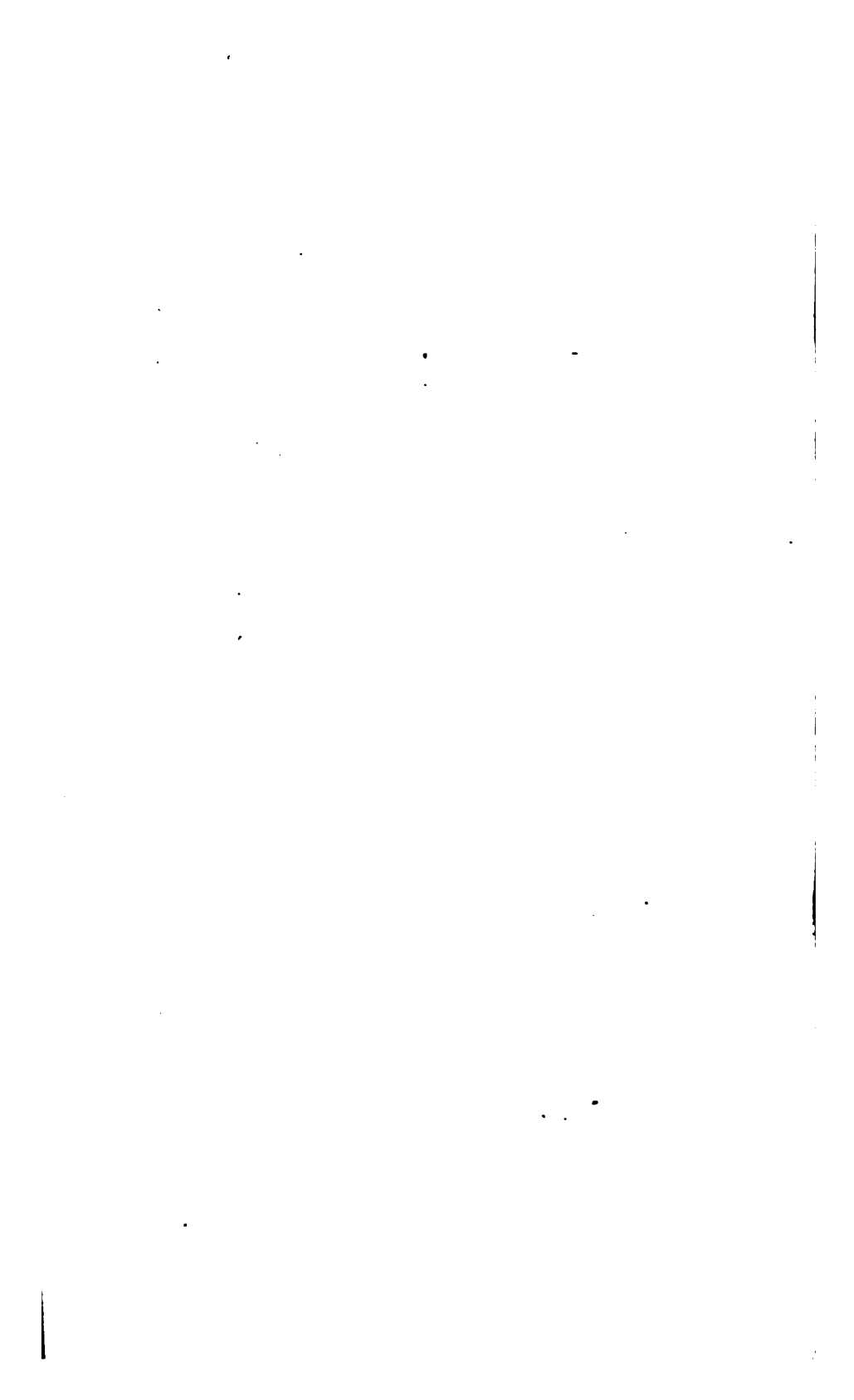


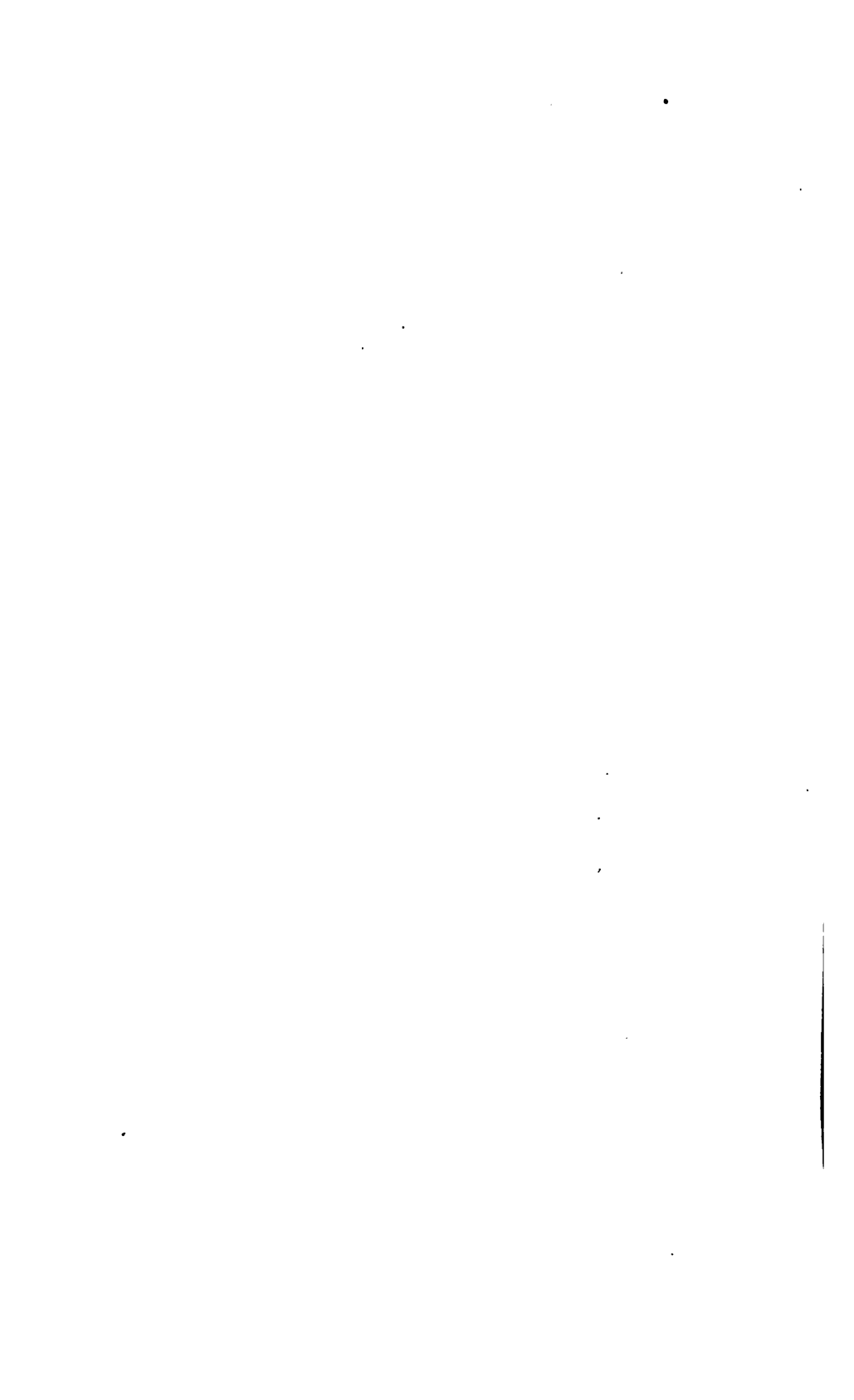




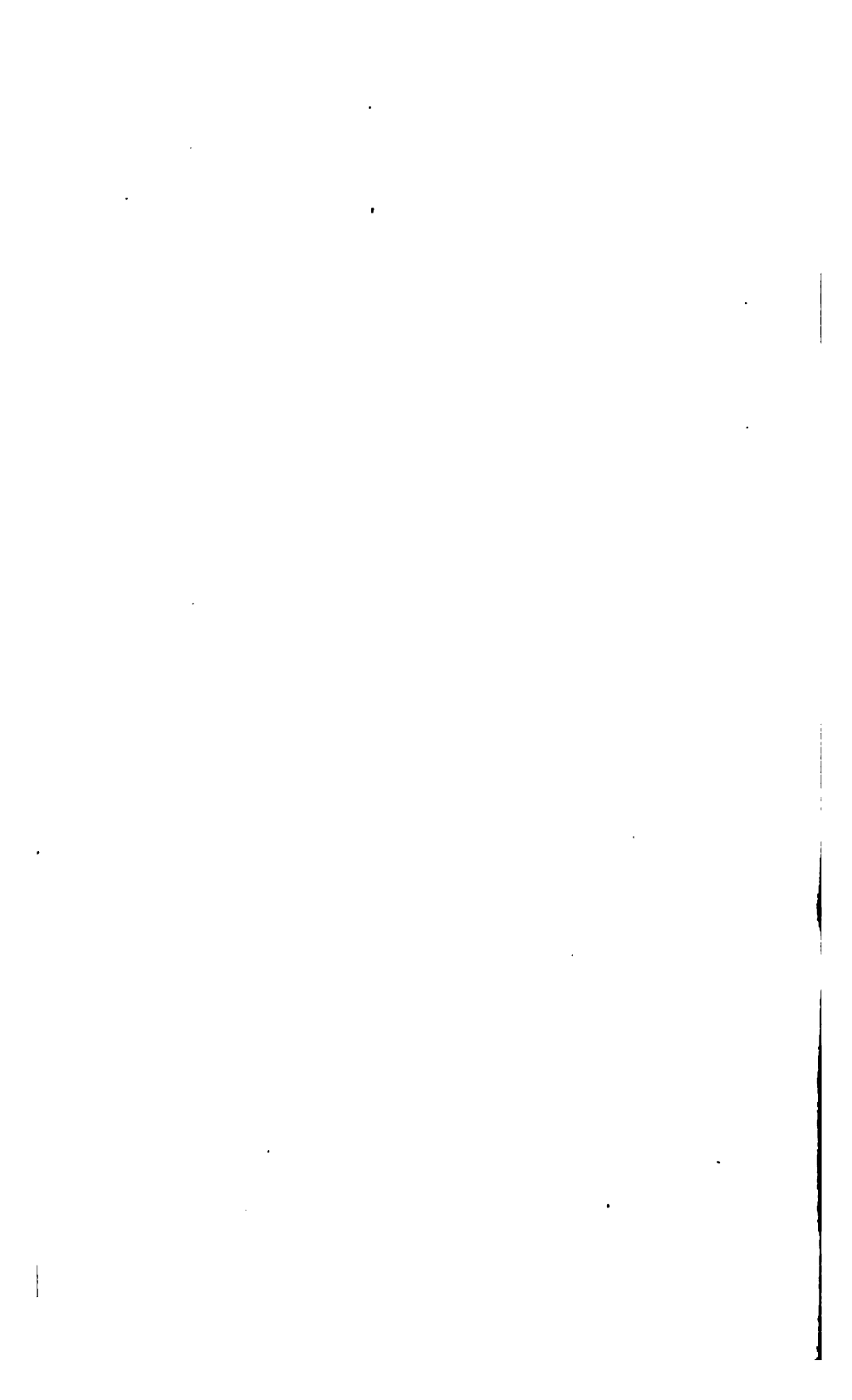












INDIANA SCHOOL JOURNAL

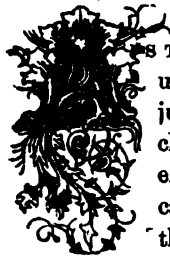
VOL XVI.

NOVEMBER, 1871.

NO. 11.

COMPULSORY EDUCATION.

BY THOMAS D. CROW, SCHOOL COMMISSIONER OF OHIO.



AS THOUGH it were possible in any case to impose education by mere force; to drive knowledge into juvenile craniums by legal blows; or to develop childhood into citizenship by appliances wholly external in their source, independent in their character, and invincible in their operation; or as though the laws of psychologies and physics were identical, and human intellectualism in its awakening and activity, like a vegetable in its growth, or an edifice in its construction, were utterly destitute of subjective choice or co-operation.

Hints are valuable; and must not be despised because they come from a suspicious quarter. But America may as well go to Prussia for a model government as for a model school system.

Whatever can be done in harmony with our political system, to secure the attendance at school for a sufficient time of all our youth should be done. Compulsory *attendance* even is not needed for the great mass who attend freely. The Reform Farm, or the House of Refuge is the proper remedy for confirmed truants or juvenile criminals. We do not need compulsory education any more than we need compulsory voting in this country. It is just as natural that the child, when entering the threshold of its pupilage, should desire to attend school, or in some way should wish to acquire the rudiments of necessary education, as it is that the adolescent citizen, when entering the threshold of his elective franchise-age should desire to possess and wield the ballot. And but for the fact—a fact in our civilization greatly to be deplored—

that children, in so many instances, seem to be born the heirs of penury, crime and wretchedness; seemed to be sired and brought forth by parents who either can not or will not comprehend and perform the heaven-appointed duties of the parental relation; in short seem, by the dire necessity of their antecedents and surroundings, to be utterly and hopelessly excluded from childhood's dearest and most sacred rights, these very unfortunates, who are now always found out of school and remaining unlettered, would be quite as anxious and enthusiastic as their more favored fellow juveniles to obtain that degree of instruction and culture which all admit to be their common right and indispensable prerequisite to their reasonable success in life. Now the nature of the difficulty suggests the nature of the remedy.

The real want of the times is not compulsory education, but the wisest and best measures for the prevention of compulsory ignorance and crime. Remove, as far as possible, all hindrances and restraints to the proper and necessary education and training of children. If practicable—make the opportunities of the common school as free to all as they are to a majority of the youth. A suggestion or two may be admissible at this stage of the investigation.

1. Let the length of time and the number of studies or topics of study necessary to complete the course of common school education required by the State, be so limited as to keep that course within the reach of all, or nearly all. When the commonwealth incurs the expense, it is more important to educate all in those things that are necessary to intelligent citizenship than it is to educate a smaller number in the branches of higher learning that lie outside this limit.

2. Have the course of instruction so arranged that those children who from any cause may not be able to spend more than from three to five years, or whatever be fixed upon as the minimum time required by law, in school, will, within that time, most certainly be taught the things supremely needful for them to learn. According to the interminable elaboration of grades and courses of school work proposed by some in this country, the pupil-life would require the years of Methuselah, and the child-mind would mature with the startling rapidity of the century plant. Good sirs, be persuaded to come back to nature's plan; open your eyes to the vital facts of every-day life; and know that

the intellect of childhood, unless forced away from its normal processes, will always maintain a divine symmetry at each stage of its growth. In the adolescence, as in maturity of mental power, with far less comprehensiveness it is true, but not with any less interval of time, the blossoms of perception are swiftly and surely succeeded by the fruits of reason. Do not eradicate; do not repress or dishearten childhood's infinite capacity for development and acquisition. Better study to understand and answer all its questions, to lessen its difficulties and to give favoring help to all its efforts. It has not been created for naught. Its eyes are for vision; all its powers for activity.

3. Perfect the statute relating to guardianships so that every child, at least during its proper school years, shall without any peradventure be sure of a legal and practical guardian, either in the person of its parent, or, if need be, some one *loco parentis* (i. e., who shall stand in the place and perform the duty of the parent.) If the State is bound to protect itself and protect society by punishing crime in adults, may it not wisely protect, support and educate its deserted helpless children so as to prevent, as far as possible, the production and multiplication of adult criminals?

4. In all cases of children utterly destitute let the State at once assume the care of housing, clothing, feeding and educating them to the extent absolutely needful. Why should any one be startled at the suggestion? It is much more economical financially, and infinitely less expensive in all humanitarian aspects of the case for the State to furnish homes and needed culture to its destitute children, than by omitting such care of them to be forced to maintain the superadded expenditure which in consequence thereof must be incurred in providing extra courts, workhouses, hospitals, prisons, and all other parts of that prodigious machinery by which human society is now attempting to alleviate the evils and wrongs it fosteringly or permissively perpetuates. "An ounce of preventive is better than a pound of cure."

5. The common school jurisdictions into which the entire territory of the State is already divided, afford a base of operations, and most of the officials, necessary for ascertaining and relieving, to the extent proposed, the educational needs of the destitute children in the State. As a supplemental measure in this juve-

nile training, there might be appointed, in each district, a Board of School Inspectors, who should be authorized and required to ascertain, by personal examination, what children there are in the jurisdiction that have reached school age and are neglected, and to bring them before the Probate Court, or other proper tribunal, and have guardians for them appointed and qualified; and also report such children to the proper officers of the city or township for such allowance for their maintenance as may be needed. Only a slight modification of the school laws and poor laws is needed to meet the whole case.

These are only hints. The educational problem, as we approach its solution, is found to be a stupendous one. The great subject is not exhausted; nor is it the ambitious purpose of this paper to do more than contribute something towards a proper understanding and treatment of it. In the National Educational Associations recently held in the city of St. Louis, a paper was presented in which its author claims that collegiate and university education should be wholly supplied by the State. It may be easy to write or speak in glowing terms of compelling all the youth to attend the common school, and of defraying the expense of all grades of education, from the lowest to the highest, out of moneys obtained by taxing the people; but you can not bring men's minds, in this country at least, to unite upon any such scheme. On the other hand, the system of popular training now employed in this country, it is believed, may be supplemented and brought to perfection, and common school education become in fact as well as in theory universal. Thus, without interfering at all with the rights of the individual, or the prerogatives of the family, without weakening the spirit of independence peculiar to American character, or checking the growth of a generous manhood, we shall be able to overcome the evils we deplore and the dangers we apprehend; and, in the grand good time coming, all the children will take to needful learning as naturally as young ducks take to water.

"WHAT is truth?" The question was proposed at a deaf and dumb institution, when one of the boys drew a straight line. "And what is falsehood?" The answer was a crooked line.

DIVISION OF COMMON FRACTIONS.

BY S. P. THOMPSON.

A FRACTION BY A FRACTION. PRELIMINARY STATEMENTS.



KNOWLEDGE arises from the belief of facts upon sufficient grounds. Science is knowledge so classified and arranged as to be easily learned and clearly comprehended.

An axiom is a self-evident truth.

A postulate is a self-evident possibility.

A definition is such a description of an object as includes every thing of the kind, and excludes every thing else.

A rule is a practical statement of the manner of obtaining a required result. A correct rule in Arithmetic is founded upon the axioms, postulates and definitions essential to the Science of Numbers.

The language of a rule should be mathematical, applicable and universal. The result of applying a rule should be a correct solution of the problem. The *formula* of solution should accord with the axioms and postulates applicable thereto. The rule should be *true*, universal, brief and easily learned. The method of solution founded upon a correct rule, should answer all objections—obtain the true result—and express all the operations in pertinent and definite words. The Technical words in Division are Numerator or Dividend, Denominator or Divisor, and Fraction or Quotient and their equivalent terms in Ratio.

The calculations and proofs in Arithmetic should be direct, rapid and certain.

The following axioms are applied in the division of one Common Fraction by another:

1. Things equal to the same thing are equal to each other.
2. The ratio of two numbers is unchanged by multiplying each by the same number.
3. An integral number plus or minus an irreducible fraction, is an irreducible fraction.

The following postulates are also used in explaining the process of dividing one Common Fraction by another:

1. The difference of two quantities of the same kind can be found.

2. A given quantity can be taken a given number of times.
3. A quantity can be divided into a number of equal parts.
4. The ratio of two quantities of the same kind can be found.

Division is the process of finding one of two numbers when their product and the other one are known.

The object of division is to find either the number of parts (Postulate 4) or the value of each part (Postulate 3.) A fraction is one or more of the equal parts of a quantity (axiom 3.) The fraction may be abstract or concrete. **THE MULTIPLIER IS ALWAYS AN ABSTRACT NUMBER.** (Postulate 2.) The divisor may be abstract or of the same name as the dividend. (See def. of Division.) The multiplicand and product are always of the same denomination. The divisor may be either factor. (See def.)

The common rule given in Ray's Arithmetic, to-wit: "Invert the divisor, multiply the numerators together for a new numerator and the denominators for a new denominator," is subject to serious objection, for the following reasons:

The language is neither applicable, certain or comprehensible. The words "invert," when applied to the divisor, and "multiply," when used to show the result of division, are certainly inconsiderate metaphors.

By the authority of what axiom or postulate do the learned advocates of *inversion* change the value of the divisor and not thereby affect the quotient?

Is not the word "*invert*" inapplicable to any numerical calculation? *Can a divisor be inverted?* Can numerators be multiplied together? The denominator shows the number of parts into which the integral is divided, and gives the fractional name. The numerator expresses the number of parts and the kind of quantity represented by the fraction.

Then if the quantity is concrete which is represented by both the fractional dividend and divisor, the numerators can not be "multiplied" together; neither can their product be found. (Postulate 2.)

Should the advocates of inversion contend that when the fraction is inverted the denominator gives name to the quantity represented thereby (which is not true), then it would be impossible to "multiply the denominators together for a new denominator." (Postulate 2.) Hence I conclude that when both dividend and

divisor are concrete, the words of the rule expresses an absurdity ; that the same is true whenever the divisor is concrete. (Postulate 4.) The rule, therefore, is not good, because it is not universal. It is bad because the language is indefinite, impertinent, and not easily comprehended.

The rule does not meet all the objections. It will not obtain the proper result, and is not based upon postulates or derived from the principles of division. The rule does not recognize the difference of abstract and concrete numbers. It is founded upon superstition, and not in mathematical truth.

The rule is wrong in form, substance, and result. It is false in fact—absurd in theory—tends to confusion, and *ought to be abolished*. I am in favor of discarding the “inverting rule” from fractional arithmetic. Let it be remembered only as an exploded folly of the past. The thoughtful, truth-loving teacher has no excuse for imposing the vexatious task upon a pupil of committing the absurdities of said rule.

Davies’ rules can be framed in better terms, which are truthful, comprehensive, and easily learned. See if they are not based upon immutable principles, and worthy to succeed the old rule of inversion. I give three, to-wit:

First. Reduce both dividend and divisor to simple fractions ; then divide the numerators for the numerator of the quotient and the denominators for the denominator of the quotient ; or, briefly, “Divide numerators for new numerator and denominators for new denominator.”

Formula: $\frac{ac}{be} \div \frac{c}{b} = \frac{a}{e} \times$ (Postulate 4)
(Principles of Division)

Rule 2. Reduce both dividend and divisor to simple fractions of the same fractional denomination, and find the quotient of the numerators.

Formula: $\frac{a}{b} \div \frac{c}{c} = \frac{ac}{bc} \div \frac{b^2}{bc} = \frac{ac}{b^2}$ (Postulate 4)

Rule 3. Reduce both dividend and divisor to simple fractions, and multiply each by the L. C. M. of the denominators.

Formula: $\frac{a}{b} \div \frac{c}{c} = ac \div b^2 = \frac{ac}{b^2}$

Axiom 2 and postulate 4.

Other methods might be given by analysis, proportion, reduction, etc., but I have said enough to show that my belief is in the direct way, and that I am opposed to inversion of the divisor.

THREE CLASSES OF TEACHERS.*

BY J. G. ADAMS.



HERE are three classes of persons to whom children are entrusted for education. These we shall designate the school-master, the school-keeper, and the school-teacher.

The *school-master*, whether male or female, has an iron will, is malignant; is egotistical and dogmatical; is alike destitute of human feeling, sympathetic emotion and Christian patience. He resorts to brute force exclusively to govern, appeals to the passions instead of the sense of right and justice, inflicts the severest punishment for the most trivial offences, must have his own malevolent will executed however odious it may be to all others concerned.

These tyrannical masters aspire only to have it said of them that they *conquered* the children, apparently wholly unconscious of the truth that "we that are strong ought to bear the infirmities of the weak, and not to please ourselves."

The master is feared for his strength and hated for his meanness. Some of the greatest mental philosophers even have failed to see the relation that lacerating the flesh sustains to the development of the intellect. Physical punishment, as a general rule, develops passion instead of originating ideas.

The conception that flagellation is a physiological necessity to sound scholarship, is to be repudiated as one of the most reprehensible relics of the darkest ages of barbarism; though in some aggravated instances we still think it is one of the most beneficial prescriptions that can be made, though it should never be administered when anything else will answer the same purpose.

The *school-keeper* is neither irascible nor determined, is never an enthusiast, never takes interest enough in any subject to originate an idea, nor has he energy enough to execute the ideas of others. He believes that what is, is right, and thinks what is to be will be, and don't endeavor either to encourage or prevent it. He does not see much if any difference between men and other animals; aspires only to the salary he receives for his time, and is not very particular about that if he can shirk responsibility and be quietly let alone; has neither appreciation of duty nor love

*Extract from a paper read before the Hendricks County Teachers' Institute.


for honor or distinction; has ambition to evade risks and nothing more.

The *school-teacher* is really an enviable personage. He is a true philanthropist, appreciates his relation to his pupils, and realizes his obligations to his patrons; expects imperfections in humanity in every relation of life. He possesses human sympathy and distributes charity. He is decisive, yet liberal, patient, though not indulgent, always willing to make sacrifices when it will benefit his pupils and gratify his patrons. He looks alike to the promotion of health, moral culture and intellectual development of his students. He inflicts punishments seldom and cautiously, and only for the benefit of the offender. He governs by rewards and moral elevation, rather than physical punishment; makes his pupils understand that he thinks them neither brutes nor Typhon, but intelligent beings capable of making progress in the scientific world, and naturally inclined to be good. When the teacher has so impressed the pupil with self-respect, he will be universally an obedient pupil. Respect for self, governs morality; respect for others, governs behavior.

The *teacher* is generally loved by his pupils, and lauded by his patrons.

ARITHMETIC, AND HOW TO TEACH IT.

BY PROF. E. C. HEWETT, OF THE ILLINOIS STATE NORMAL SCHOOL.

HE ultimate principles of Arithmetic are very few, although the rules and applications are somewhat numerous. Its principles are also very simple and easily understood. To many minds, there seems to be something rather mysterious in the manipulations of figures; and it must be confessed that many of our text-books so present the subject that this is not to be wondered at. Yet, it seems to me that there is nothing in the whole science that may not be presented in such a way as to appeal at once to our common sense. It is vastly easy to find fault; frequently one may show that a thing is wrong, who can not offer anything better in its place. Fault-finding, at best, is a thankless task. Nevertheless, I shall venture in this article to point out several common, I had almost said general, errors in our text-books on Arithmetic, and in our methods of teaching.

1. *A failure to distinguish figures from numbers.* How often are pupils told to "add figures," "to take a figure of the subtrahend from a figure in the dividend," "to multiply one figure by another," "to find how many times the divisor is contained in the first figure of the dividend," etc., etc. Now, every one knows that none of these operations are performed on *figures*; they relate to numbers alone. Does any one tell me that I am hypercritical, that every one understands that numbers are meant? I know this is not true; I have known many persons of considerable ability in Arithmetic, persons who have taught for years, whose ideas upon the distinction were never clear until they had been subjected to a tedious and laborious drill to correct false impressions. Neither is the distinction an unimportant one; the distinction between a *thing* and its *symbol* is never unimportant. *A number is a unit or a collection of units. A figure is a character to represent a number.* Until these two statements are fully appreciated, and our language is shaped accordingly, clearness of thought is well-nigh impossible; and he who thinks clearly, does it in spite of bad statements—his own or others.

2. *The use of the terms Mental Arithmetic and Practical Arithmetic is another source of confusion.* Are arithmetical operations performed without the use of figures any less *practical* than those in which figures are used? And is there any less of *mental* operation where figures are used? But I shall be told again that this criticism is unnecessary—that some terms are convenient to distinguish operations without figures from those with figures—and that these terms are just as good as any. I reply, not so; for pupils often get the notion that there really are *two kinds of Arithmetic*; that Practical Arithmetic is widely different from Mental Arithmetic. The truth is, that the analysis and the operations in one case are just the same as in the other; and the only difference is, that in one case the mind retains the numbers without any symbols, while in the other it calls in symbols on account of its weakness. The full science of Numbers in all its principles and their application is possible without the use of a single figure. Figures are but catches; useful only when we are lame. Let us not teach our pupils then that it is more practical to walk with crutches than to walk without them. It is often well, when a pupil is troubled with the solution of a question involving large numbers, to give him another just like it in which the numbers

are small ; let him analyze the latter question and solve it without figures, then require him to give the same analysis for the former question, and afterwards solve, using his figures.

3. *Making the young learner deal with abstract numbers at first is entirely unphilosophical.* The untrained mind of the child or adult, when it performs real arithmetical work, always seeks the aid of counters of some kind—counters, not figures. This is the natural way ; and we never gain anything in educational matters when we become wiser than nature is. Let the little arithmetician in the Primary School *always* operate with counters, in the early stages of his work. Beans or kernels of corn will answer as well as anything ; and in his first uses of figures let them represent some number of actual objects which he has seen or handled. And when he comes to use figures in performing operations, let him first perform the operation with his counters, then represent the work with his figures. For instance, if he is to add thirty-five and twenty-seven, using figures, let him first lay out his counters—beans or what not—in two separate groups. In one, let there be three piles of ten each, and one pile of five ; then let him represent this group, or number, by the figures thirty-five on the board. Next, make up the other group of two piles of ten each, and seven in another pile, then represent this group by twenty-seven, under the thirty-five. Now, put together the piles of five and seven, and then count out ten from the sum and observe that two are left ; now gather all the piles of ten and lay them near each other, close by the two ; and he will see what the result is, and how it should be represented by sixty-two under the other figures. Will he not in this way readily see the philosophy of “carrying for ten?” Let his early operations in the other “ground rules” be treated in a similar way, and he will come to see that the representative work with figures actually stands for real operations that may be performed on things.

4. *Not enough attention is paid to the grouping of numbers by tens.* Train the pupil, still with his counters in hand, to see that seven tens and four tens are added just as seven units and four units are. Teach him, in the same way, that eight units and six units, for instance, will always give a ten and four units, however many tens may already be joined with either of the numbers ; that is, the pupil ought to recognize seventy-eight and six as eighty-four, just as readily as he recognizes eight and six as

fourteen. After working with his counters awhile, let him commit tables like the following: Nine and seven are sixteen; nineteen and seven are twenty-six; twenty-nine and seven are thirty-six, etc., up to eighty-nine and seven are ninety-six. It will take but a comparatively little while for the child to learn to recognize at once all the combinations you can make in this way; I mean by keeping one of the numbers to be combined less than ten. After that, how easy will addition become! Is not this exactly what all rapid accountants do?

ONE HUNDRED PER CENT.

BY L. D.



AT A MEETING of the Principals' Association in Chicago, last fall, a member who had been Assistant Superintendent said, "When a teacher reports over ninety-five per cent. of attendance in his school, I think an apology is necessary." The speaker had been connected with Chicago schools fourteen or fifteen years. In the conversation that ensued, Superintendent Pickard agreed that any percentage above ninety-six must be a matter requiring explanation. Either there must be extraordinary good fortune or a lax application of rules, if one gets a higher rate.

Experience shows that, acting on the Chicago rules or their equivalent, in no public school can one hundred per cent. of attendance be attained; and the attempt to secure it is as unreasonable as searching for a pot of gold at the foot of a rainbow. The rules were not made to fit the actual and necessary facts of humanity, but an imaginary perfect community, in which neither sickness nor accident can ever occur. This does not interfere with their convenience as rules for comparison of school with school or of different periods in the same school; indeed, they are better with their maximum of grade an unattainable point, unless some one is led into the mistake of supposing that his school must be brought up to the hundred per cent. because it is a conceivable case. We measure most conveniently either from an imaginarily perfect non-attendance, every pupil present all the time; or from an imaginarily perfect non-attendance, every pupil absent all the time; neither extreme will ever be reached.

Not only does experience in school show the impossibility of obtaining one hundred per cent. of attendance, but our knowledge of the ordinary and necessary incidents of human life should lead us to judge it impossible. The sickness of a pupil is sufficient reason for his absence; and who can hope to have a school of fifty pupils of any age among whom there shall not occur in a month (twenty school days) sufficient sickness to keep some one away? Neither teacher, parent nor pupil may be in fault for this occurrence; and the teacher who is striving to get one hundred per cent. attendance is spending his strength in a contest with nature rather than with a superable obstacle. Is it wise, when we have so many difficulties to meet which we can hope to mitigate or overcome, to waste strength on an impossibility? Not a hundred per cent., but the best attendance to be reasonably secured, should be our aim. And even this may be best reached by doing very little about it, just as one can best see the sun by looking at a point in the heavens sixty degrees from it. When a teacher makes the school attractive, so that pupils prefer to go rather than to be absent, he will have done the best thing for his percentage. It is not so much that the best attendance shows the best school, as the best school shows the best attendance. A perfect gentleman is neatly dressed; but it is a poor way to make a gentleman to pay great attention to dress. With a remembrance of the schools of fifty years ago, and gladly recognizing the improvements in text-books, and in many other things connected with our schools, I am yet forced to doubt whether the children of to-day have much advantage over those of 1820, when I see how much is made of the mere machinery of school systems, and how much attention is given to percentage, reports, and the formalities. I do not see that I or my fellows in the teachers' desks bring any more tact or zeal or power than I knew in such stations thirty, forty, fifty years ago; and I am sure that we waste time and strength upon things on which we bestowed no great thought. Instruction and not organization is the object of the school, as all are ready to say; yet it is easy to give more attention to organization; and very easy to show off a school by its records and discipline, when it is really deficient in instruction. When I visit a school and the teacher presently shows me his record of attendance, I am reminded of that pretty little manoeuvre of the ground-sparrow that flutters


before me as if its wings were lame, and so draws my attention to itself and away from its nest: I courteously glance at the record, but look at once away to see what the teaching and the learning are: these are the prime object of the school; and of these, if of any thing, the teacher should be proud: and if any thing in his school should specially attract the visitor's attention, it should be his handling of his classes at the lesson-hour, and the result of it.

In the long run, too, the teacher who lays out his best efforts and fullest strength upon this class-work will secure the best attendance. Duty, emulation, prizes and penalties, are far less effectual in securing good attendance than attractiveness of school. In my own experience I contrast with pleasure two successive years in the same school: in the first I kept record of recitations, calculated percentages, and tried all the popular machinery; but, disgusted with what seemed to me so much waste of time and strength, threw all these schemes aside, and the next year strove only to teach well; and I knew, the parents knew, and the pupils knew, that this second year was the best in attractiveness, in attendance, and in the main object of the school, instruction.

I propose at another time to present the parents' view of the matter.—*Illinois Teacher.*

VACATION LETTERS.—II

LOUISVILLE, KY.

EAR JOURNAL:—Leaving Corydon, we have a pleasant stage ride on a turnpike to New Albany, twenty-one miles. Six miles from New Albany is Edwardsville, on the top of

THE KNOBS.

It is reached from the east by an inclined plane about four miles long. The country around Edwardsville is exceedingly *knobby*. When the New Albany & Salem Railroad was built, twenty years ago, it was thought necessary to go around the knobs, and wind through the valleys, and thus materially increase the distance. It is a fact, though not generally known, that from Lafayette to New Albany, by the direct (?) route, is eighteen

miles farther than to go by Indianapolis and Jeffersonville. But in the construction of the Louisville, New Albany & St. Louis Railroad, the air line was thought to be not only *better*, but eventually cheaper. Hence, it goes *through* the knobs and not around them. There are seven tunnels on this road within twenty miles of New Albany; one of them being three-fourths of a mile long. The long tunnel is nearly under the town of Edwardsville, and is about one hundred and fifty feet below the surface. Half a mile from Edwardsville the Railroad goes into the knob ninety feet below the turnpike; and a mile east of that point it passes over the turnpike on trestle-work forty-five feet high. The numerous tunnels, deep fills and picturesque scenery will make this portion of the road exceedingly interesting to travelers.

. THE FALLS OF THE OHIO,

though often mentioned, are seldom seen. We had the melancholy pleasure, recently, of seeing these falls. The river was very low, being only *fifteen inches* deep at that point. The river descends some distance by rapids and then takes its final plunge over a precipice (?) about *two feet high*. When the river is high there is hardly any indication, even, of rapids. We said it was a melancholy pleasure to see the falls, and so it was; for it spoiled our former notions of *the beautiful river*. But if our ideas of the river were unpleasantly modified, we were somewhat compensated by the pleasure of examining

THE GREAT BRIDGE,

which, at an enormous expense, has been erected across the river just above the falls. The bridge is about a mile long and sufficiently high to allow boats to pass under at two points. It rests on a great number of massive stone piers and is self-supporting between the piers by means of iron truss-work, which is below the bridge, except at the points where the boats are to pass under, there, it is above. There is a railroad track in the center of the bridge and a foot path on each side. Iron and stone are the chief materials in its construction. By means of this bridge the Jeffersonville & Indianapolis Railroad is connected with the roads south of the Ohio river, and the immense expense of transfer by means of wagons saved. The transfer business across the river and around the falls has long been one of the chief sources of employment of the people living in this vicinity. The numerous

railroad *termini*, and the steamboat landings of Louisville and Jeffersonville above the falls, and of New Albany and Portland below, have called into requisition drays and transfer wagons, whose number is legion. Another bridge is talked of to accommodate those roads centering here that have not the privilege of using the one already erected. The transfer of passengers and freight by means of wagons is becoming entirely too slow for the present generation.

NEW ALBANY,

situated below the falls on the Indiana side, was, at one time, probably the largest and most flourishing city in the State. She was extensively engaged in steamboat building and steamboat furnishing, but was crippled by the war, while Indianapolis fattened on it. Her new railroad connections are reviving her manufacturing interests, and forming outlets for her growing trade. She is becoming as famous now for her glass and iron works as formerly for her steamboat building.

Of the numerous places of interest about Louisville we can note but few. Probably one of the most interesting buildings is

THE GALT HOUSE.


It is seven stories high, built of brick, with beautiful stone front, in the form of a hollow square. It contains *six hundred rooms*, all of them well furnished, some of them expensively. The stairways are wide, easy of ascent and descent, and are not covered with the inevitable plates of cast iron, but well-padded carpets. There are four elevators; one each for guests, baggage, fuel and linen. All of these, together with the laundry, kitchen, water works, etc., are run by a steam engine. Besides the power of the engine, it requires clerks, cooks, chambermaids, laundry-women, firemen and waiters of various kinds to the number of *one hundred and fifty* to carry on this immense establishment. When a guest in one of the upper stories rings for a servant, he does not have to wait for the call to be answered from the office on the first floor, but it is answered immediately from a *station* where servants are always in waiting on the same floor.

THE HOUSE OF REFUGE

and Water Works are places of interest. In the former, "the incorrigible boys" of the city are taught shoemaking, tailoring, horticulture, and some of them *floriculture*. They also have their school room and regular hours for occupying it. H.

FROM TWO POINTS..

I.

ORTY-EIGHT bodies all restless and moving,
 Knowing no quiet from morning till noon;
 Stilling a moment at each new reproving,
 Stilling a moment, and stirring as soon.

Ninety-six lips that are eager to chatter,
 Aided, abetted, by ninety-six lungs,
 Heedless alike of both manner and matter:
 Babel was naught to this clatter of tongues.

Ninety-six eyes of all colors and sizes,
 Watching for *sights*, and seeing them, too:
 Mischievous plottings and mirthful surprises
 Mirrored I see in the black, gray and blue.

Ninety-six feet that are ready for action,
 Ready for play when their school time is o'er:
 Soon shall I see, with intense satisfaction,
 Two of them bear the last child from my door.

II.

Forty-eight souls to be fitted for living,
 Fitted to *die* when the warfare is done.
 How am I teaching, what aid am I giving,
 What help for battle, that victory be won?

God grant these lips, now so eagerly moving,
 Ever be ready to speak for the right;
 Scorning oppressors, the sinful reproving,
 Teaching the mourner through prayer to find light.

God grant these eyes, that are dancing with gladness,
 May not be blinded by sorrowful tears;
 Send to these children but little of sadness,
 Keep them from sin through the long-coming years.

Onward their feet still must press on life's journey,
 Over the roses or thorns as they come:
 God give these children endurance and courage,
 Bless them, and keep them, and guide them safe home.

L. W.

WHAT CONSTITUTES A GOOD PRIMARY TEACHER?



At the late National Teachers' Association, in St. Louis, the above question was considered at some length.

The discussion was opened by N. A. Calkins, of New York city. He said that, first of all, the good Primary Teacher should be able to ascertain readily the condition of the child's mind; to comprehend its difficulties; to begin with it just where it is and lead it gradually from the known to the unknown.

2. She should know exactly what means to use, whatever the condition of her school, graded or ungraded.

3. She should have the ability to command attention without effort; to teach in such a way that children will govern themselves.

4. She should be able to keep the children profitably employed. Should be ingenious in devising work. Should be able to work without facilities.

Miss Lathrop, Principal of the Cincinnati Training School, thought that the most essential element in a good primary teacher was *quick and ready sympathy* with the children. Not merely to go down to them, but to *realize* their wants. Must be mother and sister to them. The relation of teacher and pupil is something more than a mere business relation.

2. *Energy*.—A primary teacher cannot have too much. It may be, often is, misdirected, but there is no danger of there being too much of it.

3. *Tact*.—By tact is meant a quick perception of the difficulties of children and a readiness and aptness to help them out of them.

E. E. White, of Ohio, agreed with Miss Lathrop that sympathy is an indispensable element in the primary teacher, but insisted that it must be genuine, not pretended. The child can always see the difference. The teacher must be a child at heart.

2. The teacher must be an artist in the truest sense. The result of a method depends upon the *soul* the teacher breathes into it. We cannot make souls or influence life by mere methods—by pattern. The teacher must be more than the method.

3. The teacher must understand that the life of the child is to see, to do, to tell.

John Hancock, of Cincinnati, insisted still further upon the artistic element. Said that the primary teacher should be poetic in her nature. That she should be able to sweeten her instruction. Should be inventive—should sing, draw, etc.

W. T. Harris, of St. Louis, spoke on the question but not to it. His remarks were confined to methods of teaching reading, and had no relevancy to the subject under consideration.

W. A. Bell, of Indianapolis, agreed with most of the sentiments expressed, but said two very important elements in the character of a good primary teacher had been omitted.


1. She must have good muscle, good nerve. She must be healthy. She needs a sound body as well as a sound mind. Many of the other qualifications mentioned depend upon this.

2. She must be able to live on a small salary. That School Boards had not yet gotten out of the idea that "any body can teach children." They have not yet learned that children never *study*, in any proper sense of that word, and that consequently it requires more tact, more energy, more ingenuity, more skill, more *labor*, on the part of the teacher to properly employ and instruct small children than is required to teach any other class of pupils. Not understanding these facts, they usually pay the lowest prices for primary teaching; and the teacher who devotes her time to the little ones must therefore be able to live on a very small salary.

He insisted that this was all wrong. That our best teachers should be our primary teachers, and should receive the best prices. Was glad to know that a few School Boards were already acting upon this principle.

THE New York *Tribune* tells this story of a late college president near Boston: On one occasion the students substituted a large dictionary in place of the Bible at the morning devotions. On opening the book he at once saw the situation, but he said nothing, and proceeded to the prayer, which he prolonged for an hour. The students got out of all patience; but they appreciated the sly remark of the venerable president, on his retiring, that he "found all the words he needed in the volume they had placed on his desk."


AMERICAN SCHOOL SYSTEM.

HE common school system of the United States is, among all American institutions, the one most generally respected and approved. It differs from some other equally general and equally successful systems in the utter absence of centralization, which is one of its most remarkable characteristics. It differs from many other American institutions in the efficiency and purity of its administration, in the general absence of jobbery, and of bad appointments and unjustifiable removals prompted by motives of political party; and while almost every other part of the political system of the country has provoked the severest comments of Americans themselves, and is considered by the best informed and thoughtful among them as implying rather a reproach to democracy than an evidence of its successful working, no voice has ever been raised against the common schools. All Americans are justly proud of them; nearly all prove their confidence in them by the strongest of all tests—that of sending their children to receive the earlier part of their education therein. They are the objects to which every traveler's attention is invited, and on which the affection and interest of the people are unflinching and unfailingly fixed. It must be remembered that, similar, if not identical, as the system is throughout the greater part of the Union, it is a matter with which the Federal Government has no concern, but which is entirely within the jurisdiction of the several States. These have adopted it at different dates, and with more or less of difficulty and opposition, until the complete success attained in those in which it was already at work had convinced the entire people, and made it a matter of course that common schools should be founded wherever a new community, State, or Territory, had acquired the control of its own local affairs, and was sufficiently settled to be able to make provision for the wants of an organized society. The system had its origin in New England, and did not find its way into the Empire State until it had been tried and proved in Connecticut and elsewhere.—*London Saturday Review*.

THERE is no success like "sticktoitiveness."

"IS BEING BUILT."

WM. N. THARP.

s the following expression correct? "The house is being built." I answer, no. There is *no progressive form* of the verb *to be*, and no need of it; hence, there is no such expression in English as *is being*. Of course the expression *is being built*, is not a compound of *is being* and *built*, but of *is* and *being built*; i. e., of the verb *to be* and the present participle passive. For example—The house being built, the workman received his pay. By this we understand that the house is in a state of completion: therefore the expression "The house *is being built*," if it means anything, can mean nothing more than the house *is built*, which is not the idea intended to be expressed. For the same reason that *is being built* is contended for, we should contend for "Has been *being built*." "Had been *being built*." "Will be *being built*," and so on through the tenses.

Let us not get our language confused, as did the Children of Men at the tower of Babel.

PECULIAR CHILDREN.—Some teachers seem to think that children are responsible for the unpleasant peculiarities which they have inherited. But these are misfortunes. Instead of treating unkindly the child of an irascible temper, a natural selfishness, or an obstinate will, you should pity him. As you would treat with extreme tenderness a blind or deformed child, so should you have the greatest tenderness for one whose soul is deformed. You will not conquer the defect by chastising the child. What he needs is praise, encouragement to meet the foe that is so hard to defeat, to bear the weight that crushes him. Ye that are strong ought to bear the infirmities of the weak. How often do parents and teachers add to the already unbearable burden of such a child the crushing weight of perpetual censure. Start, then, with a recognition of the fact, that a natural trait is not a thing for which a child, in the first instance, is responsible. Help him to conquer it. Let him understand that it is a misfortune, but not a hopeless one.—*Toronto Journal of Education.*

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,
OFFICE OF SUPERINTENDENT,
October 9, 1871. }

CHAS. W. HEADY, Trustee of Delaware township, Hamilton county, &
LOGAN ROE.

Appeal from S. N. COCHRAN, Examiner Hamilton county.

Shall the colored children, under any circumstances, be admitted into the free white schools?

The Legislature, by an act approved May 19th, 1869, made four provisions in reference to the education of the colored children of the State.

1st. "That all property, real and personal, subject to taxation for State and county purposes, shall be taxed for the support of common schools, without regard to the race or color of owner of the property."

2d. "All children of the proper age, without regard to race or color, shall hereafter be included in the enumeration, but colored children shall be enumerated in separate lists."

3d. "The Trustee shall organize the colored children into separate schools, having all the rights and privileges of other schools of the township."

4th. "If not sufficient number of colored children within attending distance, the Trustee may consolidate several districts. If not a sufficient number to form a school by such consolidation, the Trustee shall provide such other means of education for said children as shall use their proportion, according to numbers, of school revenue to the best advantage."

The facts in this case are all admitted upon the record, and are as follows: Charles W. Heady, Trustee of Delaware township, Hamilton county, Indiana, upon complaint of divers persons, citizens of School District No. 7, in said township of Delaware, dismissed from said school, as Township Trustee, Louisa Roe and Adeline Roe, colored children of school age of said township and children of Logan Roe, resident of the said School District No. 7, in said township; that the said children were dismissed from said school because they were colored children; that there is not a sufficient number of colored children in said district to form a separate school; that a sufficient number for a separate school cannot be obtained within reasonable distance by consolidating adjacent districts; that there is no school composed of colored children established, or likely to be established, in reasonable distance, to which the said Logan Roe can send his said children.

Upon the dismissal of the said children from the said school No. 7, by

the Trustee, the said Logan Roe, father of the said children Adaline Roe and Louisa Roe, appealed to Samuel N. Cochran, County Examiner for said county of Hamilton, and filed his appeal on the 20th day of September, A. D. 1871.

The said Samuel N. Cochran, County Examiner for said county of Hamilton, having heard the evidence adduced, and being fully advised, does reverse the decision of said Trustee, and does direct that said Trustee permit said colored children to attend said school No. 7 in said township. Whereupon the said Charles W. Headey, Trustee of said township of Delaware, appeals from the said decision of said Examiner, as being contrary to law, to the Superintendent of Public Instruction.

The only question arising in this case is one of law. Have the colored children a right to the white schools under the last proviso mentioned in section 3d? "But if there is not a sufficient number within a reasonable distance to be thus consolidated, the Trustee or Trustees shall provide such other means of education for said children as shall use their proportion, according to numbers, of school revenue to the best advantage." Was it the intention of the Legislature, by this proviso, to give to the colored children the right of attending the white schools when they could not be formed into separate schools? or, in other words, was this to be an exception to the rule of separate schools? If the Legislature had so intended, would they not have said so plainly? It would have been much easier and more natural to have granted that privilege in plain terms than to have said what they did say. Such a construction is in violation of both the letter and spirit of the proviso itself. The proviso, instead of turning the colored children into the white schools for a joint participation of the school revenue, turns out to each colored child its proportion only, to be used by the Trustee to the best advantage and to the extent of its separate share of the fund. Whether this law is wise or unwise is a question not for this Department, but for the people and their representatives. Whether it is repugnant or not to that portion of our State Constitution which says that "the common schools shall be equally open to all," is a question for the Supreme Court. If this section of the law is unjust and oppressive, the surest way to find it out is to enforce it to the letter.

The decision of the Examiner is therefore reversed.

OFFICIAL VISIT TO JOHNSON COUNTY.

On the 31st of August I paid an official visit to Johnson county. There was a very general turnout of the school officers from all parts of the county. Prof. Stott, School Examiner, was at the same time holding his Institute. This was, I understand, the first Institute in this county for the last four years. There was a general meeting held in the large chapel of what, so far as I have traveled, I consider the finest public

school building of the State. This county is well supplied with comfortable buildings. Edinburg has a school building presenting a commanding appearance. The Trustees are sensible, cautious, and reliable men. Prof. Stott is alive to the work. He proposes to meet his teachers in a Township Institute on each Saturday. All seem to feel that the school terms are too short and must be lengthened to meet the demand. This the Trustees will do next year by a local levy for tuition purposes. Prof. Boyce and lady, assisted by a corps of good teachers, run a model graded school. It is a rich treat to spend half a day in this smooth running school. Johnson county is rich, and can educate all her children.

OFFICIAL VISIT TO JACKSON COUNTY.

On Friday, the first day of September, I met the County Institute in session at Seymour. Present, Jas. K. Hamilton, County Examiner, and quite a number of the Trustees. This pleasant, and I hope profitable, meeting took place in the chapel of the large and fine school building in the city of Seymour. Some three hours were spent in conversation by the school officers and teachers. It was clear to my mind that Jackson county has some very fine teachers, and some that need better preparation both in their knowledge of the branches to be taught and the methods of teaching them. That this end may be reached, I hope the Examiner will find it convenient to use the State Questions. I was, for some reason, unable to have the presence of the Examiner but a very short time even in the Institute. He is universally spoken of as a very clever gentleman and fair scholar. I hope he will throw his whole soul into this great work in Jackson county. Prof. Housekeeper has done and is still doing a good work for the public schools at Seymour. Three things are necessary for the schools in Jackson. 1st. Elevate the standard of teachers' qualifications by using the State Question. 2d. Levy the local tax for tuition to the extent of the law. 3d. Close, rigid superintendency by the examiner. I intend to visit this county again.

The last issue of the School Law is exhausted. No more copies can be sent school officers.

M. B. HOPKINS,
Supt. of Public Instruction.

EDITORIAL.

THE QUALIFICATIONS OF TEACHERS.

It is characteristic of Americans that they rush into business and assume responsibilities with only half preparations. So strong is this tendency that young men leave school before their education is fairly begun. As a consequence, our high schools are but slimly attended, and a large majority of those who complete the course are girls. This tendency is fearful and lamentable.

Too many of our teachers have fallen into this error. They have assumed the responsibility of the teacher without having made necessary preparations. Teachers need,

1. *A general preparation.* They need a liberal education. They need a general culture. In short, they need a good foundation.

Persons in all departments of life would be vastly benefited by this preparation, but to the teacher it is essential.

2. *The teacher needs special preparation.* The "general education" is not sufficient. It is one thing to know a subject, but quite a different thing to know how to teach it. Persons have to learn to teach as they learn other things, by study, by observation, by experiment. They must learn not only *how*, but *why*. This preparation ought, when at all possible, to consist of a normal school course. When this is not practicable, it should consist in reading books on the Theory and Practice of Teaching, in attending Teachers' Institutes, etc. Such preparation is within the reach of every one.

The lawyer, the preacher, the physician, the carpenter, the blacksmith, the milliner all need special preparation for their work. Every profession and trade requires special study and preparation, except the profession of teaching! "Anybody can teach school!" The father will not trust his financial interests in the hands of a lawyer who has not studied his profession; he will not trust his health or his life in the hands of a doctor who has not qualified himself by years of study; he will not allow a smith to shoe his horse who has not mastered his trade; he will not risk his sheep with a person who has not learned how to properly care for them; but he will entrust his children, body, mind, character, and soul to the hands of a teacher who has never given a single hour, it may be, to *specially* prepare himself for his work.

When we remember that a majority of children complete their education before reaching the age of thirteen years, and that all that is done for them must be done in this short time—when we remember that in school

many children receive all the mental and moral training they ever get—when we remember that in school often are formed the habits of study or idleness, the taste or distaste for books, the good or the bad habits that are to grow up with the child and determine his character for life, is it not sad to think that persons can be found so thoughtless and so presumptuous as to assume these great responsibilities without ever spending a dollar or an hour in special preparation?

We do not believe that we overdraw this picture. It is only too true.

The State Board of Education asked, in the questions sent out to examiners last month, "What special preparations have you made for teaching?" An applicant in — county answered, "I have laid in a full supply of fuel for the winter." The poor fellow did not even know what "special preparation" meant.

A great London oculist once very skilfully took an eyeball from its socket, made an incision in one side, took out the defective lens and replaced it with an artificial one that enabled the blind person to see. A person who had witnessed the wonderful operation expressed his astonishment and admiration, when the operator remarked, "Yes, yes, but I spoiled a *bushel* of eyes experimenting before I was able to do it so well." There are hundreds of teachers that now do their work well, who gained all their skill by *experimenting*. They have spoiled *roomfuls* of children in getting it.

These "murdered innocents" have gone out from their hands not knowing half so much as they ought to know, having acquired a distaste rather than a taste for study, having acquired bad habits rather than good ones, having had the current of their lives set in the wrong direction.

It may be that oculists can venture to experiment on eyes, and it may be that people can afford to have their eyes experimented upon, but it is certain that conscientious teachers will not dare to experiment with the immortal interests of children, and it is still more certain that the children can not afford to be experimented upon. There is too much at stake.

If years must be spent in special preparation in order to follow successfully other professions, ought not at least a few months to be spent in preparing one's self for the greatest of all responsibilities—that of training the immortal mind?

3. *Teachers need special preparation for every lesson.* The best teachers I know are those who make daily preparation for each school exercise. It matters not how often a teacher may have been over a subject, he needs to review it each succeeding time, that it may be *fresh* in his mind, and that his recitations may be full of life. A teacher who does not do this is sure to fall into fixed "ruts"—to go round and round in the "old treadmill circle"—his recitations are sure to be dull and lifeless. I never knew an exception. Such a teacher invariably goes backwards. If he does not review continually, each time he hears a lesson it is done with less and less interest.

When the great Dr. Arnold was asked why he studied again those subjects that he had been teaching for many years, he answered, "Because I prefer that my pupils shall drink from a running stream rather than from a stagnant pool." The answer was most pertinent.

To teachers who have entered the profession, either from necessity or from thoughtlessness without this necessary fitting, we would say *make up your deficiencies as best you can; and as soon as possible*. When your winter school closes, if circumstances will at all allow, spend the spring term in our State Normal School at Terre Haute. We have an excellent school there. If you cannot do this, buy two or three good books on Theory and Practice of Teaching and *study* them.

In the mean time, and all the time, review your lessons daily, and take and read some good school journal that you may keep yourself posted as to the best methods of teaching and governing your school.

STATE NORMAL SCHOOL.

We hear encouraging reports from the Normal School at Terre Haute. The attendance is about seventy-five—more than double what it was at this time last year. This number is not yet so large as we could wish, but we must remember that every member of the school is preparing to teach. While many other Normal schools have been thrown open to all, ours has been held strictly to the end for which it was organized.

President Jones writes: "We do not, knowingly, receive any student who does not desire to fit himself, or herself, for teaching."

We are glad to know that a large proportion of those now in attendance are there to complete the Elementary course. They are, almost without exception, high-toned, industrious and worthy young men and women, and will, undoubtedly, make themselves felt in the State when they have finished their Normal training.

It is a great pity that more of our young teachers and those intending to be teachers cannot become induced to avail themselves of the advantages of this excellent school.

We regret that we have not been able to complete the programme for the State Teachers' Association in time for this issue as we expected: Teachers can rely upon it, that the programme will be *full*, and that we will have the largest Association ever held in Indiana.

WE are anxious to have our subscription list reach two thousand by Christmas, and with a little effort on the part of Examiners and teachers it will. When we remember that there are more than ten thousand teachers in the State this number seems small.

OUR CONTRIBUTIONS.

We publish this month an article furnished us by the Hon. Thomas D. Crow, School Commissioner of Ohio, on the subject of Compulsory Education.

This is the question uppermost in the minds of our leading educational men throughout the country. We publish this article, not because we endorse it, but because we wish our readers to begin to think on the subject and desire to give them both sides.

The article is not quite clear; while the assertions all seem to be against the system, most of the arguments are in favor of it. If we understand what Compulsory Education is, paragraphs numbered three, four and five, argue strongly in favor of it. His theory suggested in paragraphs one and two we also believe to be false. The popular sentiment is that our public school course should be extended rather than limited. We shall have more to say on this subject.

EXAMINER S. P. THOMPSON has given us something new on "The Division of Common Fractions:"

To which of the "Three Classes of Teachers" do you belong? Read, think and decide.

WE wish to call special attention to the article entitled "One Hundred Per Cent." We copy it because we think it full of truth. We wish Superintendents, especially, to not only read it, but look into the matters of which it treats. In our next number we shall give a *basis* upon which to estimate "per cent of attendance."

ALL our readers will welcome Prof. Hewett's article on "Arithmetic, and How to Teach It." It is the first of a series.

- THE State Board of Education recommend that the regular monthly examination of teachers in each county be held on the LAST SATURDAY in each month. We hope that every Examiner in the State will act upon this suggestion. It is necessary, to prevent persons failing at the examination in one county going to that of an adjoining county to be re-examined on the same questions. We further hope that every Examiner will use the "questions" prepared by the State Board. We are aware that some examiners do not use them because they are "too difficult," and we know that some do not use them because they are "too easy." Let those who think them too difficult use them, and, if necessary, grant certificates on lower per cents. till the teachers can be worked up to the standard; for, rest assured that teachers who cannot get an average of 60 per cent. on these questions need "*working up.*" Let those who think them too easy use them, but fix a higher standard. Let them be more exacting in requiring complete and concise answers. Let them take into account the neatness of the papers, the spelling, the use of capitals, etc. These things ought always to be considered, but generally are not. We believe the questions are just about what they ought to be.

While they are not difficult, they embody the *principles* of the various branches. The State Board made a good move when they undertook the preparation of these questions. It will do much toward raising the standard for the qualification of teachers. Let every Examiner use them, and give special attention to the suggestions that head the list.

WE wish to express our thanks to our numerous friends throughout the State for the large lists of subscriptions, and the encouraging words we are daily receiving from them. We shall try to merit these favors by making the JOURNAL still better.

PERSONS wishing their address changed will please give the post office and county *from which* it is to be changed, as well as the post office and county to which they wish it changed. This will save much trouble and insure accuracy.

SCHOOL REPORTS OF VARIOUS CITIES FOR SEPTEMBER.

Town or City.	No. enrolled.	No. of days of School.	Average No. being.	Average daily attendance.	Per cent. of attendance or average being.	No. of Tardinesses.	No neither tardy nor absent.	Name of Superintendent.
Indianapolis.....	5359	18	4874	4691	92.2	613	2751	A. C. Shortridge.
Muncie.....	662	...	585	510	88.7	...	127	H. S. McBae.
Richmond.....	1564	18½	1391	1315	94	170	599	Jas. McNeill.
Seymour.....	464	20	408	376	92	116	119	J. O. Housekeeper.
Wabash.....	555	18	480	453	94.3	12	244	J. J. Mills.
Atica.....	400	17	337	306	91	18	109	J. W. Caldwell.
Evansville.....	3577	20	3453	2320	96.1	716	1974	A. M. Gow.
Lawrenceburg.....	575	18	496	473	95.2	21	394	E. H. Butler.
Elkhart.....	599	20	517	491	95	41	214	J. K. Walts.
Franklin.....	604	20	546	531	96.4	35	358	H. H. Boyce.
Noblesville.....	370	10	361	349	97	49	275	Jas. Baldwin.
Princeton.....	445	17	401	377	94	297	100	D. Eckley Hunter.
Edinburg.....	412	...	396	389	98.2	52	251	D. H. Pennewill.
Frankfort.....	369	20	353	319	91	171	109	E. H. Staley.

IN the above table we give the comparative standing of a very creditable number of our larger cities and towns; but hope, by next month, to see the number doubled. These reports embrace the items that tell most as to the character of a school, and if they are fairly made, they will enable superintendents and teachers to compare work in such a way as to make it mutually profitable. We shall hope to receive these reports by the 15th of each month.

MISCELLANY.

TEACHERS' STATE CERTIFICATES.

By the provisions of the School Law, the State Board of Education are authorized to examine persons of "Eminent Scholarship and Professional Ability," and upon satisfactory examination, to grant them State Certificates, "which shall entitle the holder to teach in any of the schools of the State, without further examination, and shall also be valid during the lifetime of said holder, unless revoked by the Board."

The Board, at a meeting held September 21st, 22d, and 23d, 1871, ordered that there should be two grades of certificates—first and second grades; and that the standard of qualification of each be as follows:

SECOND GRADE CERTIFICATE.

I. Satisfactory evidence of good moral character, certified to by Boards of Trustees who have employed the candidate, or by other reliable persons known to the Board.

II. Superior Professional Ability, ascertained in the manner above indicated, and also certified to by teachers of eminent ability known to the Board.

III. A comprehensive knowledge of the Theory and Practice of Teaching; thirty months of practical experience in the school room, ten of which shall have been in this State.

IV. Scholarship.

1st. A *thorough* knowledge of the branches enumerated in the first section of the School Law, Act May 5, 1869.

2d. The Constitution of the United States and of the State of Indiana.

3d. The Elements of Physics.

4th. The Art of Composition.

Those who pass a satisfactory examination in the subjects named, and who furnish the testimonials referred to, will receive a Second Grade Certificate.

FIRST GRADE CERTIFICATE.

Those who, in addition to the requirements for a Second Grade Certificate, shall pass a satisfactory examination in the following branches, will be entitled to a First Grade Certificate:

1st. Elementary Algebra.

2d. The first three Books in Geometry.

3d. Elements of Natural Philosophy.

- 4th. Elements of Botany.
- 5th. Outlines of General History.
- 6th. Elements of Rhetoric.
- 7th. Elements of Zoology.

The knowledge of these branches can be obtained from the following works, though there are other works that will do as well. These are "mentioned merely to indicate, in a general way, the *range* of the examination in the several branches:"

In Physics—Holtz.

In Composition—Day's Young Composer.

In Algebra—Ray, Loomis, or Robinson.

In Geometry—Ray, Davies, Loomis, or Robinson.

In Natural Philosophy—Peck's Ganot, Norton or Wells to Acoustics.

In Botany—Gray's How Plants Grow, or Wood's Object Lessons.

In General History—Anderson's General History.

In Rhetoric—Quackenbos or Haven.

In Zoology—Hooker or Tenney.

If ten persons apply, an examination will be held by the Board, at Indianapolis, Thursday, Friday and Saturday, December 21st, 22d, and 23d. Those who desire to attend this examination must inform the Superintendent of Public Instruction on or before the first day of December, stating the grade of certificate for which they intend to apply.

As required by law, each applicant shall, previous to examination, pay to the Treasurer of the Board five dollars.

M. B. HOPKINS, *President of Board.*

A. C. SHORTRIDGE, *Secretary.*

Department Public Instruction, October 1, 1871.

OFFICERS OF THE NATIONAL EDUCATIONAL ASSOCIATION.

The officers elect of the National Educational Association are as follows:

President, Hon. E. E. White, of Ohio; Secretary, S. H. White, of Illinois.

Elementary Section.—President, Miss Delia A. Lathrop, of Ohio; Secretary, L. H. Chaney, of Missouri.

Normal Section.—President, O. O. Rounds, of Maine; Secretary, N. Newby, of Indiana.

Superintendents' Section.—President, John Hancock, of Ohio; Secretary, A. C. Shortridge, of Indiana.

Department of Higher Education.—President, James McCosh, of New Jersey; Secretaries, Eli T. Tappan, of Ohio, and E. H. Safford, of Chicago.

Arrangements were made to have the proceedings of the Association published, together with the papers, addresses and abstracts of the discussions.

SPENCER is building a \$20,000 school house.

THE next National Teachers' Association is to be held at Boston, Mass.

BOTH vocal and instrumental music are taught in the Princeton schools.

KENTLAND, of Newton county, is soon to have an elegant new school building.

WE have before us a neat circular of the Battle Ground Institute. Walter S. Smith is Principal.

EVERY Trustee in Marion county has levied special tax for tuition purposes. Can any other county boast as much?

THE number of pupils in the Indianapolis Training School is limited to about fifteen. There is still room for three or four girls.

THE Kansas State Normal School, of which Prof. Hoss is President, opened with one hundred students. This looks flattering.

PROF. E. H. BUTLER, of Lawrenceburg, sends us ten new subscribers for the JOURNAL, and says: "These are all of our teachers except two."

THIRTY-TWO subscribers were secured at the Hancock County Teachers' Institute. This is the largest list received this year. Well done for Hancock.

GEO. W. BASS, of Cadiz, informs us that the teachers of his township have organized a Township Association. This is what ought to be done in every township in the State.

WE can furnish Examiners with blank teachers' certificates of the form and style adopted by the State Examiners' Convention, on good paper, at two dollars per hundred.

THE report of the National Bureau of Agriculture for 1870, places Indiana first among the corn growing States, her average product per acre being greater than that of any of her great rivals.

THE teachers of Delaware county will hold a County Association at Muncie on the last Saturday of November. They are making arrangements for a large meeting, and an interesting time is expected.

THE *Seymour Democrat* supports an interesting "Educational Column." J. C. Houskeeper is the editor. We are glad to see this feature in many of our county papers. It is calculated to do a great deal of good.

INSTITUTE will be held as follows:

Starke county, at Knox, November 13th; W. M. McCormick, Examiner.

White county, at Idaville, November 13th; Gilbert Small, Examiner.

Adams county, at Decatur, December 25th; D. D. Heller, Examiner.

Tippecanoe county, at Lafayette, January 1, 1871; John E. Matthews, Examiner.

Martin county, December 26th; Thos. M. Clarke, Examiner.

WE are informed that the State Board of Education have prepared a new set of questions for teachers applying for State Certificates. We would modestly suggest to the Board that they do not allow this set to circulate as long as they did the last without changing them.

THE Trustees of Hancock county, with a view of making the text-books uniform throughout the county, have adopted the following books:

Wilson's Readers, The Eclectic Geographies, Harvey's Grammar, French's Arithmetics, Cutter's Physiology, and Harper's History.

THE Female College of Indiana, at Greencastle, has begun its second year with ninety pupils. There are five teachers employed, W. W. Byers being Principal. Their school building has just been finished. The upper part is used as a chapel. We hear good reports from the school.

THE Examiner of H—— county, in one of his examinations, asked the following question: "What are some of the characteristics a teacher should have to secure good government?" and received from an applicant this answer: "Be kind to the pupils and never let a scholar out-look you."

WE commend and recommend the following to teachers who use tobacco: It is said that a little coarsely cut gentian root, well masticated (the saliva being swallowed), taken after each meal, will soon cure one from all desire for tobacco chewing. Gentian is the basis of most of the tobacco antidotes advertised.

THE Examiner and Trustees of Miami county have adopted the following series of text-books to be used in that county: McGuffey's Readers, Ray's Arithmetics, Guyot's Geographies, Harvey's Grammar, Quackenbos's History, with Gregory's manual of dates and events, Cutter's Physiology, Payson, Dunton & Scribner's copy-books, and Camp's Outline Maps.

NEW SCHOOL HOUSE.—The Dale people are going to have a new school house that will add greatly to the educational facilities of that thriving little village, which has the reputation of being one of the most pleasant, healthy, and prosperous locations in Spencer county. The building is now under construction, and we think will be ready for use this winter.

AT THE DAVIESS County Institute the Examiner gave a list of words to be spelled, and a prize to the best speller. See Institute Report. Mr. Hough gave a list also, and gave Tenney's Manual of Zoology as a premium to the best speller. H. B. Kohr and Laura Clark stood the highest, both spelling eighty per cent. They drew cuts, and Kohr got the book. The following are the list of words given by Mr. Hough: Stationery, Erysipelas, Sureingle, Liquefy, Expelled, Barreled, Maneuver, Crochet, Connoisseur, Calamus. The Institute averaged fifty per cent.

THE Tippecanoe county teachers have organized a "Teachers' Union," with W. S. Vancamp as President. Regular sessions held on the first Saturday of each month. Their printed card says, "Teachers furnished with situations and Trustees supplied with good teachers on application to the Secretary, W. H. Caulkins, Lafayette, Ind.

THE Indianapolis School Board has organized a Saturday Teachers' Institute, to be held on each alternate Saturday during the year. The object is to afford teachers all possible facilities to fit themselves for their work, and to assist them in their preparation for obtaining the higher order of certificates which will be required after this year. The Board has appropriated three hundred dollars to pay competent instructors.

NINE public school houses and several private ones were destroyed in the late Chicago fire. All the schools were closed for one week, and the school houses used as places of refuge for the homeless and suffering. Schools have been re-opened in the remaining buildings, but of course these cannot accommodate all the children, and many teachers were necessarily thrown out of employment. In selecting teachers for these buildings the School Board gave preference to the most needy. In some cases persons who had places in the remaining buildings went and voluntarily offered them to their sister teachers who had lost all by the fire. This was noble.

INSTITUTES.

HARRISON COUNTY.—There was a large attendance both of teachers and friends of education. Prof. H. S. McRae and lady, and also Prof. D. E. Hunter were with us. Prof. McRae said it was the finest County Institute he had ever attended. Depend upon it, I will do all I can for the JOURNAL.

SETH S. NYE, *Examiner*.

DECATUR COUNTY.—The Decatur County Teachers' Institute opened at Greensburg August 7th and continued in session five days. The names of seventy-five *bona fide* teachers were enrolled, being nearly the entire number in the county. E. H. Staley and A. G. Alcott were the principal instructors. A public lecture was delivered every evening during the Institute.

W. H. POWNER, *Examiner*.

JACKSON COUNTY.—The Jackson County Institute numbered among its workers, Messrs. Hough, Olcott, Martin, Stott, May, Borchers and Superintendent Hopkins. The Institute was very interesting and profitable. It passed a resolution requesting the county Examiner to use, as a standard in his examinations, the questions propounded by the State Board of Education. The Examiner ought not to allow the teachers to go ahead of him in elevating the standard of education in his county. A good list of subscribers was secured for the JOURNAL.

FAYETTE COUNTY.—The Fayette County Institute was held in August. The Examiner, J. L. Rippetoe, says, "We had an excellent time, and one of more than usual interest."

The enrollment was seventy-five, and the average attendance sixty-seven.

Three evening lectures were delivered—one by Rev. S. L. Curtiss, one by Prof. Harrison; one by Prof. Olcott. They were all well received.

County superintending was voted unanimously the *sine qua non* of the educational interests of this county.

OWEN COUNTY.—The Owen County Institute held its session in the first week of August. Enrolled 120 teachers; average attendance 90. Instructors from abroad were D. E. Hunter and A. G. Alcott. Superintendent Hopkins was with us one day. It was a fine success both in regard to the character of the work and interest manifested. Our teachers appreciate the mental advantages of the Institute, and at the same time are not unmindful of its financial. Under the ruling of the Trustees, non-attendance deducts fifteen cents per day from wages. More than half of the Trustees of the county have made a levy for tuition. School prospects are brightening in Owen county.

W. B. WILSON, *Examiner*.

NEWTON COUNTY.—The sixth annual meeting of the Newton County Teachers' Institute was held at Brook, beginning September 25th. S. P. Thompson, of Rensselaer, was the principal instructor, and lectured one evening on the School Law.

W. A. Bell, of the *SCHOOL JOURNAL*, was present two days and gave an evening lecture. The Institute was large, considering the number of schools in the county. The teachers were regular and prompt in their attendance, and took part in most of the discussions.

This was pronounced the best Institute ever held in the county. The new Examiner, John B. Smith, has started out with the determination of advancing the interests of the schools, and he is sure to succeed. S.

THE ST. JOSEPH COUNTY Teachers' Institute commenced its session for 1871 on Monday, August 21st, and continued in session five days. One hundred and four members were enrolled. The best of good feeling and the liveliest interest prevailed during the whole session; a good proof of which is, that at the close a two weeks' session for next year, was almost unanimously voted—the third Monday of August being voted as the time for its commencement. Prof. Robert Kidd and Prof. J. W. Ruggles were the principal instructors, assisted by others, who were home teachers. Taken as a whole, it was a decided success, far superior to any Institute ever held in this county before. Not only were the teachers interested, but the friends of education came in till the room was crowded a large portion of the time. The day is brightening.

Respectfully,

E. SUMPTION, *Examiner*.

WARREN COUNTY.—The Warren County Institute was held at Wilkesport. It began October 2d and continued five days. Owing to the fact that there was no one to take the lead and do the teaching, almost nothing was done for the first two days. This is to be regretted, as the

time at most is too short. The Examiner had tried to secure help, but failed.

On Wednesday W. A. Bell arrived and did most of the teaching for two days. He also lectured one evening.

Prof. Caldwell, of Attica, was present one day, and lent his assistance. Messrs. Ray, Moore, and others, also conducted exercises.

The last three days were well spent, and the teachers seemed well pleased.

The Examiner, Henry Ritenour, uses the questions of the State Board and is anxious to improve his schools.

CLAY COUNTY.—On Monday, September 4th, the Clay County Teachers' Institute convened in the upper room of the Center Point school house, and organized for work by the election of the following officers:

President, William Travis; Vice President, C. P. Eppert; Secretary, Charles E. Givens, with A. T. Pierce and Miss Sallie Bennett, assistants.

The work of instruction, up to Wednesday evening, was conducted by Examiner Travis and C. P. Eppert. The session of Monday night was devoted to discussions; Tuesday night Rev. Heuring, of the M. E. Church, delivered an educational sermon which the members of the Institute attended by invitation. On Wednesday evening Professor W. A. Bell, of Indianapolis, arrived and gave the Institute a very interesting and entertaining talk on "What I saw in Europe."

During Thursday and Friday Mr. Bell gave instructions in Methods for Primary Teaching, Organization and Management of Schools, Composition and Letter Writing, Objects in Recitation and Physiology.

On Friday night Mr. Bell lectured on "Progression."

This session of the Institute proved a complete success, to which the musical entertainment, conducted by Mrs. Vinie Keeder, of Bowling Green, contributed very liberally. The total enrollment was one hundred and twenty-three, and the average attendance, seventy-six.

September 25, 1871.

WM. TRAVIS, *School Examiner*.

DAVISS COUNTY.—The Daviess County Teachers' Institute, for 1871 met at the M. E. Church, in Washington, October 2, 1871, and continued five days. There were enrolled 94, with an average attendance of 66. The classes, conducted by Prof. Hough, of your city, Mr. H. B. Kohr, Miss Lizzie Hogshead, and other teachers of our county, called forth mental effort of no small caliber; whilst the very free discussions of the practical questions evolved from the many essays read, made the Institute quite interesting. These questions all related to school management and conduct of classes, with modes of teaching. Prof. Hough, in his familiar style, instructed the teachers in the principles of school government, in teaching primary reading, and in conducting arithmetic classes. All were well pleased with Prof. Hough. There were three evening lectures; "Universal Education," an excellent lecture by Mr. James R. Pritchard of our county; "Governments as they exist, and the education of the people necessary," by Mr. James D. Ogden, late of Kentucky

and 'Practical Suggestions,' by Prof. Hough. The public did not attend as well as usual.

On Wednesday evening I heard a class in reading, for the prize—a copy of Tennyson's Poems—which was awarded by the Institute to Miss Sarah J. Agau. On Thursday evening I held a spelling class. The prize—Webster's High School Dictionary—was awarded to Miss Mary J. Feagans, but the leather medal, for the poorest spelling, was refused by the champion, Mr. H. These classes were a new feature, and some of the readings were of a high order. Many teachers absented themselves from the Institute, and I believe some schools were in session Institute week.

Resolutions indorsing Webb's Dissected Cards and the Electric System of Penmanship were offered, and Trustees were requested to introduce them into all the district schools.

The INDIANA SCHOOL JOURNAL was recommended to the teachers by resolution, and they were urged to subscribe.

I have used the questions sent by the State Board of Education since August, and approve of them. I shall hold examinations in the future on the Friday preceding the last Saturday and on the last Saturday of each month—two days.

GEO. A. DYER, *Examiner.*

HANCOCK COUNTY.—In obedience to the call of the County Examiner the Teachers' Institute of Hancock county met at the school building in Greenfield on the 9th of October. Profs. J. M. Olcott and W. A. Bell, of Indianapolis, both experienced institute workers, were present most of the week and conducted the exercises. Monday was devoted to considering methods of teaching Elementary Arithmetic, Orthography, and Grammar.

Second Day.—After a spelling exercise, Prof. Olcott took charge of the Institute, and the remainder of the forenoon was spent in considering the "Methods of Teaching Notation;" and incidentally the principles brought out were applied to notation and numeration of decimals. Afternoon Prof. Olcott gave a masterly presentation of the subject, "Methods of Teaching Geography." Among the many points brought out were the following: Let more attention be paid to home geography spend less time on the geography of South America and Asia and more on that of Indiana. At night Prof. Olcott gave a lecture in the Masonic Hall. Subject—Education.

Third Day.—After some appropriate remarks on the qualifications of the teacher, Prof. Bell conducted an interesting exercise on the subject of Physiology. Among the many important points mentioned were the following: "That the proper temperature of a school room is from 65° to 70° Fahr.; that every school room should be provided with a thermometer, and that stoves should be large. Afternoon, Prof. Bell presented several methods of teaching Composition and Declamation, after which he addressed the children of the Graded Schools who had assembled in the study hall.

Thursday morning Prof. Bell took up the subject, "Objects of Recitation," which were stated as follows: 1st. To review the previous lesson.

2d. To test the pupils knowledge of the lesson. 3d. To make clear and more permanent the pupil's knowledge of the subject. 4th. To impart instruction. 5th. To train the pupil to talk. 6th. To assign the next lesson. 7th. Moral lesson. 8th. To drill. Each of these topics was discussed at length and many valuable suggestions were made.

The Institute effected a permanent organization and elected officers for the ensuing year. This is the only institute that has been held in the county for six years. Great interest was manifested by the teachers throughout the entire session, and much good accomplished. The number of teachers and visitors enrolled was 122; average daily attendance over 58.

The following resolutions were unanimously adopted:

Resolved, That the thanks of this association be cordially tendered to all those gentlemen who have rendered us their assistance and instruction, especially to Profs. W. A. Bell and J. M. Olcott, of Indianapolis, who have given us such efficient aid and from whose valuable instruction we have derived so much benefit.

Resolved, That we believe that the office of County Examiner should be elevated to that of County Superintendent, with a salary sufficient to justify him in spending his whole time in the interests of the schools, and that such Superintendent should, in all cases, be a practical teacher.

Geo. W. PUTTERBAUGH, *Secretary*.

PERSONAL.

J. MONE HUGHES, last year of Dublin, is at present Superintendent of the Connersville schools.

WILSON, HINKLE & Co., of Cincinnati, have opened a branch office at 28 Bond street, New York City.

CHARLES SCRIBNER, the noted book publisher of New York City, died at Lucern, Switzerland, August 26th, of typhoid fever.

DAVID JOHNSON, of Brookville, opened school this year with one hundred and forty pupils. This number is large for that place.

MISS DORA MAYHEW, of the Female College at Greencastle, has been offered a situation as teacher of mathematics in Vassar College. She declines the offer.

A. H. ANDREWS & Co., the well known school furniture men, of Chicago, lost about fifty thousand dollars in the late great fire. Their factory, however, was not burned, and they can still fill orders. Their new headquarters are at 119 West Washington street.

J. W. STRASSBURG, Principal of the Lafayette high school, whom we announced as having left the State, did not go. The School Board wisely concluded that when they had a good teacher they had better keep him so they advanced his salary five hundred dollars, making it seventeen hundred dollars. This was less than he was offered in Missouri, but he preferred to live in Lafayette, so concluded to stay. We are glad he is still a Hoosier.

A. H. GRAHAM, of Columbus, has just entered the ranks of the Benedicts. We give him joy. It is said that the singing in his school this year is unusually good.

E. H. BUTLER, Superintendent of the Lawrenceburg schools, reports twenty-one cases of tardiness this year against one hundred and fifty-three for the same month last year.

J. L. RIPPETOE, Examiner of Fayette county, is giving all his time to the ungraded schools. He says that he is going to *work them up*. This is what ought to be done in every county in the State.

A. H. HUFF has opened a "Select School" at the Mattingly School House, in Spencer county. He aims to make it a first-class school, and has in connection with it a normal class. Mr. Huff's address is Yankee-town, Ind.

We learn from J. J. Mills, Superintendent of the Wabash schools, that they are very much crowded this year for room—that they have a Normal class of sixteen members, and that they have admitted the colored children into their schools.

DAVID GRAHAM, of Rushville, is said to have his schools in excellent condition. A visitor reports some first-class teaching. Mr. Graham's salary has been advanced to \$1,500. He has also been re-appointed School Examiner for the county.

MISS MARY CROPSEY has departed the teacher's life. Indianapolis has lost one of its best primary teachers. The city is poorer but E. D. Olin is richer. He has thousands of sewing machines to sell, but he has *one*, the price of which, he says, is above rubies.

GEO. W. PUTERBAUGH, formerly of Montezuma, Ind., is now Superintendent of the Greenfield schools. He has one of the finest school houses in the State, and from the way in which he has begun we predict that it will not be long before his schools will be among the best in the State.

J. C. HOUSEKEEPER took charge of the Seymour schools when they were in a very bad condition, but has succeeded in reducing chaos to order. At the close of last year not a mark or a scratch could be found on either desk or wall of their new school building. This is an excellent report.

HADLEY BROTHERS, of 41 Madison street, Chicago, was burned out at the late great fire, but have already re-opened again at 783 State street. They saved only their accounts and papers, but their loss will not be very heavy if they get their insurance, and the bank safe proves fire-proof in which they had quite a heavy deposit of money.

PROF. THOS. CHARLES, formerly one of the editors of this JOURNAL, now traveling agent for Charles Scribner & Co., had his office with Hadleys, and of course was burned out. His personal loss will not be large, provided he can get the money which he had on deposit in one of the banks.

JAMES A. NEW, the *new* Examiner of Hancock county, is not yet twenty-one years of age. Although the youngest Examiner in the State, he has taken hold of the work with the determination of improving the educational interests of his county. He has begun right and is sure to succeed.

MISS CLARA J. ARMSTRONG, the new Principal of the Indianapolis Training School, is a graduate of the Oswego Normal School, and has lately taught in the State Normal School at Fredonia, New York. She comes to us with the highest testimonials as a successful Normal School teacher. We wish her eminent success in her new field of labor, and bid her a Hoosier welcome.

DR. E. NEWLAND is a Trustee, and at the same time Superintendent of the New Albany schools. The reports that we have heard of the schools there, for the past few years, have not been of the most favorable kind, but the last word we have is of a very different character. The Doctor holds teachers' meeting two hours every Friday P. M. One hour given to class drills, and the other to essays, lectures, etc. We are glad to hear this good word.

PROF. G. W. HOSS.—At a recent meeting of the Faculty of the Indiana State University, the following minute was unanimously adopted, and its publication requested in the papers of Bloomington, and in the Indianapolis *Journal* and *Sentinel*:

"Prof. G. W. Hoss, A. M., having been called from occupying the chair of English Literature in the Indiana University to the Presidency of the Kansas State Normal School, we, his colleagues, who have been associated with him for several years, tender him our warm congratulations in his new and honorable position. At the same time we must express our regret at having to part with him and his family, whom these years of intercourse have brought into cordial sympathy with us and our families. We further assure him that we shall ever bear in grateful remembrance the enthusiasm which he infused into his classes, and the business tact and energy with which he aided Faculty action. We earnestly hope that he, with his family, may enjoy health and happiness in the State to which he has now devoted his time and talents, and that the Kansas State Normal School may be eminently successful under his administration.

C. NUTT, *President*.

R. OWENS, *Secretary*.

BOOK-TABLE.

CONDENSED SCHOOL HISTORY OF THE UNITED STATES. By William Swinton, A. M. New York: Ivison, Blakeman, Taylor & Co.

The little book before us makes, to say the least about it, a very prepossessing appearance. Its form, smooth paper, its clear, fresh print are attractions that school children, for whom the book is designed, especially

appreciate. The heavy-faced letters serve a double purpose. They both call the attention of the children to the principal points and are useful to the teacher in asking questions. The newest and most original feature of the book is the the "Topical Reviews." Instead of a string of questions without regard to connection, in these reviews we find the facts stated methodically and clearly, showing that it was the design of the author to have the pupil begin at the beginning and state clearly and conclusively each fact in the order of its occurrence without even questions. The plan seems an excellent one.

RESOURCES AND DEVELOPMENTS OF KANSAS. By U. C. Hutchinson.

This volume, of two hundred and eighty-four pages, is devoted as its title indicates, to the resources of Kansas. Its statements are full and clear concerning soil, climate, rainfall, temperature, products of farm; as grains, fruits, vegetables, etc. Full statements are made concerning rock, coal, salt, gypsum and other minerals. In short, nearly every point is touched, which anyone seeking practical facts would wish to know.

The author's acquaintance with the State is said to be extended and accurate. This true, his statements become at once interesting and valuable. To the many persons in Indiana wishing information concerning the growing State of Kansas, we cordially commend this book. Cost, \$1.

Address,

C. C. HUTCHINSON, Topeka, Kansas. H.

THE TEMPERANCE ALLIANCE is the name of a temperance paper published at Indianapolis by the Indiana State Temperance Alliance, and is edited by Rev. C. Martindale. It is published monthly, and is only 50 cents a year. It advocates temperance principles, and we wish it could be put into the hands of every boy and girl in the State.

THE PLYMOUTH PULPIT, a weekly publication of sermons preached by Henry Ward Beecher, continues to come to our table, and we should regret very much to have it stop. We are fully persuaded that no other man in the United States is doing so much to promote true, practical Christianity as is the author of these sermons.

"**THE WATCHMAN**," of Edinburg, is an excellent county paper.

ANATOMY AND PHYSIOLOGY RENDERED ATTRACTIVE. By E. Small, M. D. Indianapolis: John B. Hann, Indianapolis.

The author of the above book has adopted the dialogue style, and thus made his volume more attractive to the youth. Technical words are generally avoided, but when used are carefully explained. The author takes the ground that health and vigor of body and mind depend upon strict obedience to laws which control animate nature, and that all suffering is the result of the violation of law. We believe this doctrine, and wish that this book could be extensively read.

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A TALK ABOUT TEACHING.



WISE old Noah Webster used to ridicule the notion that children should be taught only what they can understand. He remembered through life many things that he learned as meaningless words when a boy, and afterwards understood as his experience widened. What happened to him would happen to other children; wherefore he advised teachers and parents to store the children's minds with the raw material of knowledge, when their time was of little value, and trust to after-experience to furnish the interpretation.

On our way to school, years ago, we used to pass a thicket of pines on a hill-side, a "section" that had been left when the adjoining fields were cleared. Night and morning in autumn we were sure of a run after a chip-munk or a squirrel as he scampered along the rail fence, to or from a clump of oaks in the clearing, whence he carried his winter supplies to his retreat in the thicket. The pines were cut away, and directly there sprang up a growth of oaks, the seeds of which had been imported by the squirrels. Pine woods, we are told, are frequently followed by growths of oak thus planted. But would a timber grower be justified in trusting his crop to the chance droppings of squirrels? Or would a wise man strew acorns in a pine forest, and trust to its possible clearing and the possible development of condition suitable for the growth of oaks before the acorns were rotten? Yet that would be quite as reasonable as the method of "planting" knowledge approved by Dr. Webster, and practiced by teachers the world over. Incomprehensible instruction does stick sometimes, it is

true; and sometimes the child happens to have the experience required for its conversion into fruitful knowledge; but the chances are against such a contingency. The time might better be devoted to work really suited to the child's age and development—to multiplying the number and increasing the range of his experiences—to teaching him how to get and how to use knowledge, whether acquired first-hand from men and things, or second-hand from books.

"Exactly so," puts in Professor Tellemhau, of the National Normal University. "That is just what *we* teach. Dr. Webster and his 'cramming' followers have had their day. The teachers that come from *our* hands are trained in a different method. *Educo*, you know: the teacher must 'draw out—'"

Pardon, worthy Professor; but your *educo*-theory is as bad as cram. Not that your etymology is wrong (though it has been questioned), but it is too much to ask of the opinionated Nineteenth century—"heir of all the ages," and all that—to accept a doctrine just because some good old pagans, who never dreamed of a Normal School, implied it in their word-making. If children were born into the world with a man's allowance of mind, needing only to learn how to use its powers, the draw-out theory would have some foundation in the eternal verities. But such does not appear to be the case. The teacher must make mind as well as train to skillful action. A fully developed man has a muscular organization capable of evolving the power required in lifting five hundred pounds. He has likewise a nervous organization capable of controlling that power, and generating the power required in solving a problem in mathematics, inventing a machine or composing a poem. The new-born babe has neither organization, and is able to do none of these things. It is a mere bundle of possibilities—of germs of capacity, which, under favorable conditions of aliment and exercise, will develop a complex organization capable of exerting all the powers of humanity. Its endowment of mental power is like its endowment of physical power—a promise. The schoolmaster's business is to make the fulfillment of that promise certain, chiefly with regard to mental power. He must provide the conditions best suited to the development of the nascent powers committed to his care. One of these conditions, primarily the most important one, is joyful activity of sense. Action and passion—using the last word with its ancient meaning—are

the great educators. Prevent these in any degree, as by destroying or obstructing any of the avenues of communication between the child and the outer world, and you prevent by so much its normal development of mind. Feebleness of mind is inseparable from obtuseness of sense, whether arising from physical malformation or insufficient culture. This is shown in an extreme degree in the case of idiots. They are literally senseless. On the other hand, quickness and keenness of sense are ever correlated with quickness and keenness of wit. And with healthy children as with imbeciles, the proper exercise of the senses is the primary and always the most efficient means of developing mental power.

By the time the child comes to the hands of the teacher it has brought its senses to bear more or less on all surrounding objects. Within a variable limit it can discriminate the qualities of things, and can command a respectable number of names for things, their qualities and condition. It has gained also a multitude of unnamed experiences, more or less acuteness of sense, and no slight mental power. The teacher's true business is to take up and carry on systematically the course the child has thus far pursued in a hap-hazard sort of way. He should vary it only to regulate it by a purpose which knows the end from the beginning, and seeks chiefly to cultivate right habits of thought and action, and to gratify the growing desire for knowledge by its appropriate rewards.

Letters, with their various shapes and sounds and uses, are certainly adapted to this stage of the child's progress; but they are not the only, nor in all respects the best objects to begin with. Things that the child is already somewhat familiar with, and interested in, are better. An average boy will learn "A is an Agate" with indifferent zeal, caring more for the agate than for A. As a means for inciting thought, of developing brain-power, the agate is much the better object of the two. Try it and see. We are talking to teachers now, parental or other, and fall inevitably into the pedagogic style. Our "object" is, let us suppose, one of those particolored globes of glass that the boys call agates and play marbles with. At first sight the pupil will see that it is marked with various colors. Point to a particular portion; what does it look like? The boy thinks—that is, he reviews his store of perceptions as memory holds them, compares one and another with the present perception, singles out the nearest counterpart to

it—and decides that the specified part of the agate looks like (say) *ice*, or *rook-candy*, or what not. In that flash of time he has called into exercise perception, memory, comparison, judgment. It is by such exercises, and such chiefly, that mind is developed and strengthened; and this sort of mental action can be educed in children more easily and more pleasurably, we believe, by the study of familiar things than by the study of books.

Pursue the investigation, not simply to teach the object, after the manner of formal object teachers, but to train the senses to quickness and delicacy of action, to develop mind, and to teach the child the art of getting knowledge. How is the clear glass like, and how unlike, the particular kind of matter it has been compared with? This question calls for a long series of observations and experiments. The same course may be pursued with each of the other colors. The combined effect of the whole, the spiral bands of color, or whatever forms the colors may assume, give occasion for still another series of investigations, only limited by the teacher's time and the child's immaturity.

Still further: the agate is round. So is a pencil, a ring, a cent, a cone, a circle on the blackboard. How does the roundness of the agate differ from that of the pencil or the circle? Compare these several objects with each other, and with other objects to which the term *round* is applicable; then classify the objects compared according to the kind and degree of roundness which they severally exhibit. Here is pure science—and science-teaching not beyond the capacity of the smallest pupils, yet not diluted nor degraded.

Form appeals to touch as well as to sight. With shut eyes the pupil may grasp the agate with one hand, a larger or smaller one with the other. Are they alike or different? In form or size?

Compare in like manner the agate with a small spheroid, grasping both together, or first one and then the other. More perception, memory, comparison, and judgment are called for. Then compare the spheroid with a cylinder, the cylinder with a cone, and each with the agate, using different sizes of each, until the child can distinguish and classify, by touch or sight, all the different geometric forms. All this, be it remembered, not simply to teach the meanings of the words *sphere*, *spheroid*, *cylinder*, and so on, but for the sake of the training of sense and intellect which it will give. The other qualities of the agate are subjects for similar

exercises, each quality being taught in connection with its opposite, and illustrated by many examples. It is not enough to say that the agate is hard. It is abominable to tell the child, as we have known teachers to do, that a thing—say a stone—is hard “because it resists compression;” that a board is “hard” for the same mysterious reason; that lead is “hard,” and ice, and iron, and so on to the end of the chapter. *How* hard is the educating fact? Is the agate as hard as a ball of lead? as hard as marble? as hard as iron? Try a number of objects with a knife or a file, and find where the agate belongs in the scale of hardness. Again: How will it stand pressing and pounding? Does it crush and splinter like wood? flatten like lead? lose and recover its shape like rubber? crumble like a sandstone pebble? or resist like a ball of iron? Every child knows that the agate will break under a hammer; its peculiar brittleness, compared with the same quality as found in other objects, is the point to be determined; and still more important is the acquisition of the habit of intelligent investigation which such exercises will create. The other properties of the agate may be studied in the same way. Put it into water. Does it float like wood, soak up water like sponge, wet through and crumble like earth, become sticky like clay, absorb water and remain dry like quicklime, or what? Drop it. Does it fall dead like mud, or bounce like rubber? How does it behave in fire? Subject it to as many different tests as your opportunities will admit of, and the age of your pupils justify. Then sum up the results as a description of the object and a measure of the knowledge gained.

This is not wholly child's work. It should occupy a good share of the pupil's time during his entire school life. It is exactly the method pursued in scientific investigation; and, if children were trained to it from the beginning, we should hear fewer complaints from science-teachers because of the incapacity of average students to appreciate the method and spirit of true scientific study. It would afford, too, a profitable antidote for, or substitute for, the monotonous lesson-learning, and memorizing of ill-understood verbiage, that occupy so much of ordinary school time.

A Royal Road to Learning?

Thank you, yes—but without the sneer; *the* royal road to learning. But not a new road, nor a newly-discovered one; only

an old road smoothed and straightened. You gained all your real knowledge of material things in that way, and much of your knowledge of things not material rests on your perceptions of things material. You got your knowledge most likely by a long series of unguided or misguided assaults upon the world, or by inevitable and not always agreeable collisions therewith. You certainly will not assert that you could not have learned more in the same time, and at less expense of pain and labor.—*Scribner's Monthly*.

EDUCATIONAL FORCES.—III.

BY PROF. J. M. OLCOTT.



UNCONSCIOUS TUITION, as Dr. Huntington calls it, resides in *things* as well as in persons.

Costly and beautiful school buildings, well *finished* inside and out, and constructed in good architectural proportions: school desks of an easy, comfortable pattern, smoothly polished and varnished: clean, smooth blackboards: convenient rubbers and pointers: new outline maps and charts: boxes of geometrical and object forms: pictures that may hang upon a beautiful white wall: hanging baskets containing flowers and green plants, etc., are *all* sources from which proceed unrecognized educational *forces*, silent in their operation, and potential in their influence, but the *teacher* stands *correlated* to all these forces as the only *conservator*. By him they may be turned to good account or to evil. In all products arising from the investment of money in great quantities for educational purposes; in building expensive school houses, or in providing furniture and appliances, it must not be forgotten that the teacher is a *factor*, or rather the *multiplier*, and when the multiplier is less than *unity* the product is *less* than the *multiplicand*, in which case the investment is a *failure*, and if *zero* (which is not unfrequently the case), then a *total loss*.

We have known a number of instances when efforts have been made by the community to avail themselves of the benefits of this "Unconscious Tuition" by erecting expensive school houses, and furnishing them with costly school desks and all necessary apparatus and appliances, and then instead of supplying the school with competent teachers to render their forces available, in order


to curtail expenses at this critical juncture, have chosen to put *low-priced* teachers at work to wield them, and by so doing have found them wholly in-operative. Educational movements are *periphrastic*, the forces are concentric, and the teacher moves in the inner circle. In all efforts to advance the cause of education money expended in *bricks and brains* should be in exact proportion. We want good school houses and appliances, but not too costly, for the masses of the teachers' salaries are yet *too low*. The larger the wheel the more power required to move it. And then again, if the wheel is small and the power very great, there is much waste force. Hence, all communities that have good teachers should at once build school houses in proportion, and if they have good school houses, be not satisfied with incompetent teachers.

But this leads us to say that the *public school sentiment* of a community is a strong "educational force," and when coöperative with the teacher it cannot be easily resisted. It is not, however, always coöperative, and yet we have great faith in public opinion. It is generally right. We believe in it. But concerning the subject of education it has to be "worked up." In some communities public opinion seems to exert its power in direct opposition to that of the teacher. Communities very much alike in other respects, differ *widely* in their school facilities. Much of this difference may be ascribed to the single fact that in the backward community the public school sentiment is not with the schools. In those non-coöperative communities, improvements intended solely for the good and the advancement of the children are opposed violently by their parents, and for no other reason than that of a burning desire to assert the *rights* and *liberties* of *tax payers*. Glorious liberties! Sacred rights! The American people are so jealous of their freedom—their liberties—command a child to refrain from some special act, and you excite in his heart a desire to do that act! and he will have, nine times in ten, no reason for his desire to do it but your command that he shall not. In some such way as this public opinion is at times affected concerning the management of schools. When the teacher puts forth efforts to secure the regular and punctual attendance of his pupils, parents assert their *right* to keep their own children at home when they please. You may call this principle independence or perverseness, as you please—at all events it is an instance of the *power* of public opinion turned against the wheels of pro-

gress. It is an element of *weakness*—it is a *counteracting* force of very great pressure, and of unequalled power. But let this same force, public opinion, be applied so as to *push forward* the wheels of progress already in motion, and how *different* are the results; and this is the chief cause of the very great differences found in the educational advancements of different communities all over our country. Public opinion against the wheels of progress is vastly stubborn. Public opinion *with* the schools is *irresistible*. The public will in this country is supreme. The parents of children have power to form and to modify the systems in operation in all of our public schools. As they *will* it shall be. Hence it is, that *three* regular examples of *perverseness* on the part of parents, who, to please themselves, to assert their "*rights and liberties*," sacrifice their children to ignorance, are sufficient to demoralize a whole school and to render inoperative all other educational forces at work upon that particular school.

NOTES ON EUROPEAN TRAVEL.

BY MRS. J. G. KINLEY.

ITH lively anticipations of a delightful ride, we took our seats in the coupé of the diligence for a trip to Chamonui. The air was cool and bracing, and in the distance, Mont Blanc looked like a fleecy cloud of silver reposing against the clear sky. We swept rapidly along, sometimes on the edge of a fearful abyss, and sometimes climbing an almost perpendicular ascent. It was wild and exciting, but when Mont Blanc towered up immediately before us, our excitement was intense. It was not yet the sunset hour when we rode into Chamonui, and after depositing our wraps in the Hotel de Londres, we walked out in the shadow of those glorious mountain peaks, to enjoy the grandeur of the scenery. Before us lay the entire Mont Blanc range, with its glaciers coming down to our very feet. The swiftly dashing brooks rushed by us in impetuous fury over their stony beds, and the falling of large pieces of ice occasionally woke the echoes among the awful chasms and peaks around us. The sky was blue and clear, and the sinking sun tinted with more than royal splendor the glittering mountain tops. Returning to

our hotel in the dusky twilight, we heard the booming of cannon, which announced that a party had just returned from the perilous ascent of Mont Blanc in safety. Many and fearful are the accidents occurring in this difficult climb, and those who perform it, are scarcely repaid for the dangers and fatigues experienced. Hearing the testimony of these amateur mountaineers, we did not care to make the ascent, but concluded in the morning to go up Montanvert and on to the Mer de Glace. At the time appointed our guides and mules came equipped for the climb, and with becoming gravity I seated myself on Grise's back. For a while Grise and I did very well, but who can fathom mule philosophy? I had no difficulty in managing one end of the beast, but the other was always hanging over the fearful abysses thickly scattered along our path. Sometimes Grise's hind feet would point skyward in imploring wonder, sometimes her fore feet would assume the same imploring position; occasionally she would strike an attitude of despair right on the extreme verge of a precipice, as if exploring the depths a thousand feet below, and no amount of moral suasion could persuade her to move, until she had finished her inspection. A mule will always take the outside track, no matter how you direct his head, and occasionally a foot will go over the precipice, thus giving you two jolts, one physically, the other mentally. We reached the top at last, dismounted and took our winding way to the Mer de Glace. I felt rather nervous about going on this wonderful glacier, but the guides assured us that there was no danger, and I followed as carefully as I could. I stepped upon a rock which slipped and hit another rock which went down somewhere, leaving a treacherous looking hole that I did not care much about exploring. There were apertures in the ice that seemed to lead nowhere, and broad chasms to be leaped which probably lead to the same locality, and I confess I had my doubt about the feasibility of crossing this treacherous, frozen, yet ever-moving sea of ice. But still it must be done, and the magnificent views obtained at different points well repaid us for all the hardships of the walk.

We were so well pleased with mule riding that we started two days after for Martigny, over the Col de Balm, on the same mules, with the same guides. I had now got used to the ways of mules, and rather enjoyed their recklessness. We saw plenty of travelers walking through these savage defiles, but more riding.

The riders, I noticed, all looked solemn, as if mule obstinacy were no joke. The mules will stop when they wish, and it is no matter how shaky the spot is, upon which they stand; and they will remain there until it suits them to go on, in spite of all the fates and furies. On the pinnacle of Col de Balm (which is the dividing line between Savoy and Switzerland), we called for dinner. One of our party had been impressed with the economy of using goat's milk, intending, as he said, to recommend its use in America upon his return, and declaring that it was only imagination that caused us to shrug our shoulders and desire to be excused from partaking of that beverage. When dinner was ready he refused to eat, because it looked as if goats had furnished the basis, at least, of the dinner. He being a temperance man, could not drink wine, and glacier water, we had been gravely informed, caused goitre in the drinkers thereof, so his lunch was a very modest one. With a hint at "preaching and practicing," I ate mutton and bread, washing down the same with the most atrocious wine I ever tasted, and then went down the mountain with a light heart. On top of Col de Balm one of the finest views in the world is to be obtained. On one side rises the snow-crowned monarchs of the Bernese Oberland range of mountains, on the other Mont Blanc sparkles and glitters in the sunlight with magnificent glory.

Martigny, our next stopping place, possesses but little to interest the travelers, save a few old Roman ruins, and these had become so common to us that half the interest was gone before gazing upon Cæsar's tower in this little Swiss town. So early in the morning we started for Brieg, where we commenced our excursion over the Alps by the Simplon.

Hiring a carriage, horses and driver, we proceeded leisurely on our journey to Lake Maggiore. Contrary to all expectations, founded upon information obtained from guide books, etc., we found this route into Italy one of the finest, if not the finest, we had taken. This was the third time we had crossed the Alps, and the views were magnificent, the scenery savagely grand and beautiful, and upon the whole we enjoyed the ride more than either of the others. In front was the Mont Blanc range, behind the Bernese Oberland towered above us, so that either way we looked the view was grand beyond description. The road is a marvel of engineering and is an enduring monument to the skill


and perseverance of Napoleon the first. In two days' time we reached Stresce, on Lake Maggiore, and settled down to enjoy the quiet beauty of this charming lake. It and its surroundings seem more like a fairy scene than aught else, and if any one of my readers desires a calm retreat in a more than earthly paradise, let him select a home on the borders of Lake Magigore, or Como, and give himself up to the magic influences of the natural beauties about him. When we next resumed our journey, a little steamer took us from the shore, and we left, looking regretfully behind us to the golden-tinted foliage on the banks of Lake Maggiore. At sunset we rolled into Milan and quietly sought a hotel.

Milan is the principal city in North Italy, and is an active business-like place. It was annexed to the Roman dominions 191 B. C., and was ranked the sixth city in the empire in the fourth century of our era. It has also been the capital of a republic, and a duchy in the far-famed Sforza family. Various changes have fallen to its lot, but it now presents a magnificent appearance with its stately palaces and world-renowned churches. The Cathedral is one of the most imposing edifices in Italy, perhaps in the world. Its style of architecture is varied, for the long time it has been in building has necessitated the employment of so many different architects, each carrying out his own ideas of the original design. It is constructed of pure, white marble, from Lake Maggiore, and is a perfect "forest of pinnacles," as has well been said of it. Every pinnacle supports various statues, and according to some authors there are already seven thousand, and places for three thousand more. In a subterranean chapel is a shrine highly ornamented with precious stones, containing the remains of St. Charles of Borromeo. The ghastly, grinning skull bedecked with jewels, is a strange sight to unsophisticated American eyes, but the priestly exhibitor seems to enjoy the thing. He turned the light in various ways to enable us to see the flashing diamonds, and insisted that we should inspect the large diamond ring upon the skeleton finger of the deceased saint. Various relics are preserved with care, and among them is the towel with which Christ washed his disciples' feet; a part of the purple robe which he wore; some of the thorns of his crown; a stone from the Holy Sepulchre, and a nail from the true cross.

COMPULSORY EDUCATION.

BY T. J. VATER.

WHAT IS IT?

ENTURIES ago, education, that part relating to knowledge and mental culture obtainable by instruction and study, was confined to the chosen few, kings and high priests. But their elevation necessitated the lifting of those around, and certain kinds of education were opened to those next in authority.

Since, new capacities create new wants, the field of their education extended; and at the same time their elevation lifted others, and these others, and still others, and so on until the ability to possess became the only limit to knowledge.

Yet on account of the enormous expense attending its attainment, and the few opportunities offered, comparatively few, for some time, were enabled thus to strengthen and enrich themselves. Only the patron of some wealthy lord, or the child of wealthy and influential parents could even hope to be so blessed, and parents without such attendants could have no prospects for their children but hopeless ignorance and consequent weakness, and comparative mental imbecility.

Now things have changed, especially in our country, where the stability of the government depends upon the intelligence of the people. From a luxury of the few, education has to some extent at least, become a necessity of the many, and a certain portion is made attainable by all, the attending expense being borne by those having, not children, but—money.

And now comes the wonder and the difficulty!

Some parents cannot spare their children; some will not. Some cannot control their boys, who do not like the restraints of the school-room, and so they run the streets. The children have no desire, the parents no appreciation, opportunities are wasted, and society is cursed.

Parents say "my children are my own! This is a free country! I can't spare them at school all the time; it only makes smarter rascals of them anyhow; they had better help earn a living."

Boys say, "I don't like to go to school where they are so strict, I don't care about all their stuff, I would rather work with

the men or play with the boys: this is a free country, I'll do as I please."

And what shall we say? Shall we yield to these assumptions? Is this country *so free* that the parent may not be forced, aye, even *forced* to do his duty to his child, if he will not perform it without? And that boys may not be compelled, even compelled to attend school, yield to its discipline, and be remodeled under its influence and information? Most certainly not! And the applying of this force, this compulsion, we call "compulsory education;" this is what we are in favor of and advocate.

No parent's selfishness or ignorance should be allowed to stand in the way of the child's greatest good, the country's claims. Our children are not our own except to nurture and improve. They belong to God and humanity; and they need true, trained, competent, cultivated beings to work in their cause; and if the parents will not do this willingly, they must unwillingly, and humanity be lifted up.

"But this is opposed to the spirit of our government. People are free, and are guaranteed the right of disposing of themselves and theirs as they may see fit." Not quite. Only provided such disposition is right, and does not interfere with the rights or interests of others. Liberties are restrained, alienated, nay, even life itself is forfeited when, in the judgment of the people expressed in statute, it is for the greater good.

If the parent's child can be taken from him and swung from the gallows, or incarcerated in the loathsome dungeon for the general good and his correction, or subjected to the milder treatment of a reformatory for the same reason, why cannot the child be taken from the parent daily five or six hours for the general good and his salvation? It would be better for the child, better for the parent, and almost infinitely better for the State, for in a very great degree the prevalence of the latter would remove the necessity for the former treatment.

The question has long since been settled, no less in a free than in a monarchical government, that individual rights and interests must be subordinate to those of the body politic. It is right it should be so, and fully time we should all realize it.

"The intelligence of the people is the only security to liberty," is a political maxim so trite we scarcely appreciate it, and yet as true as trite. Shall the ignorant selfishness of the parent, or the

vicious whim of the child be allowed to endanger the liberties of the people? Aye, to destroy their own liberties? Certainly not.

We have forcibly taken from the frugal husbandman a portion of his earnings; from the millionaire of his profits and possessions to pay for the instruction of those children, in whom he has no special personal interest. By what kind of logic can we justify this, and permit the children to go uninstructed?

"The general good demands the means of general information." Does it not much more demand the general information? Means are valueless which work no end!

But, it is objected, we cannot educate by compulsion. One high in authority has more than intimated it is useless to attempt to educate by physical compulsion. That one ought to know that if the law of psychologies and physics are not identical, our knowledge of *that* was obtained through or suggested by our experience in this: Physics first, psychologies after. "Howbeit, that was not first which is spiritual, but that which is natural, and afterwards that which is spiritual."

What is it to educate by compulsion? This: without the person's consent, or against the will to so circumstance him, or her, as that facts and experiences shall so occur and repeat themselves as to be fixed in the mind, stimulating to thought and leavening impulse. And this is one of God's plans. Hourly, continually is he thus storing our minds with information. Not so rapid is our progress, nor so perfect our development, thus; not so pleasant our way, nor so beautiful our conceptions, thus; but it is introductory to the better. It is the entering wedge, admitting the first rays of intellectual and spiritual light to the dark, compact stupidity of our merely animal nature. Thank the government, in this country at least, "compulsory attendance even is not needed for the great mass," but for the few remaining the law should be framed and executed that we may be rid of them as soon as possible.

It is said that the salary of President Eliot, of Harvard College, is \$3,200, and of the chief cook of the Parker House, \$4,000. "There is nothing very alarming in that statement," says the *Boston Traveler*, "it only suggests that there are more men fitted for the presidential chair of colleges than are capable of taking charge of the kitchen of a first class hotel.

LEARNING BY ROTE.

BY LOIS G. HUFFORD.

BY some teachers it is insisted that in every study of a descriptive character, the exact words of the text-book shall be memorized, and if the pupil omits even a few unimportant words his recitation is considered faulty. Those who thus exact the text verbatim always seek to justify such requirement by the plausible but fallacious reasoning that some pupils have no command of language, and can make a passable recitation only in that manner. At the same time they say to the pupil, "If you can improve upon the words of the author you are at liberty to do so." They consider that conclusive, as very few children can use language so well as to approach in clearness and conciseness the sentences of the author. Before replying to these misapplied arguments, I ask—What is the object of study? Is it to burden the memory with the exact words of the authorized text-books? Or is it *merely* to produce a brilliant recitation? Is it not rather to store the mind with the facts of science and history, to train the memory for the wisest uses, and to discipline the mental powers? Is the real object of study then best attained by learning by rote? I answer, no. On the contrary, so far from training the memory and awakening thought in the mind of the pupil, it defeats that object, and has a tendency to make of him a mere talking machine. I contend that the student should be taught in preparing his lesson, to grasp the thoughts in them, to arrange the facts systematically in his mind, and, in reciting, to strive to reproduce those ideas clothed in as good language as he can command. The relative value of the two methods of study is that of words as opposed to thoughts. The object is not to improve upon the author's words, but to cultivate the use of the best language for himself.

If there are students naturally slow in speech, they especially need to use their own words that they may acquire fluency; the rote method tends to confirm in them their natural deficiency in the use of language. I know that often the recitation will not sound as glib, and may seem tiresome to the teacher; but he has no right to gratify his ear at the expense of the student's best training; neither is a glib recitation the chief end of study.

It takes longer to commit a lesson verbatim than to memorize the facts and thoughts ; therefore it is a waste of time. The giving one's whole attention to committing the words gives to them undue weight, and fixes the memory upon the language rather than upon the thought. It thus makes a recitation mechanical, and, if the student forgets the next word or sentence in order, it will very likely confuse him so much that he fails to recite further unless the missing word is suggested by the teacher. Every one who has studied much knows that after leaving a study he can remember only the main facts and ideas ; and if he has in his firm grasp the kernel of truth contained in the subject, the lack of words may be thrown away with no loss to himself.

Again, the kind of memory required to learn by rote is of a mechanical nature, and is much lower than the philosophical memory, which systematically arranges thoughts, and generalizes upon the facts learned. There are many minds, and those, too, whose memory is of the highest order, for whom it is impossible to commit a lesson to memory verbatim : the greatest injustice is done to such students by requiring of them what they are unable to do.

The result is to discourage the pupil of a philosophical mind, who is conscious that he understands the subject, but who is made to appear stupid through his inability to recite verbatim. I will go still further and say that learning by rote is positively injurious to the mind in that it stimulates an artificial, mechanical memory, and avoids all necessity for original thinking.

Finally, the rote method instead of assisting those naturally deficient in the use of language, increases that defect by obviating all necessity for their using words of their own choice. I will relate an incident of my school-days which impressed upon my mind the evil effect of learning by rote, and then I will leave the subject. Among my class-mates was a young lady who never thought for herself, but who made brilliant recitations by memorizing the exact words of the lessons. In a written examination the question was asked, " Why is so little known of the interior of Africa ? " On comparing notes afterward, this young lady said, " I did not answer that question ; I said that my book did not tell." The others laughed at her inability to draw so plain a conclusion from the facts that were stated in regard to the nature of the climate and vegetation of Africa, and its effect upon the Caucasian race.

WHAT SHALL BE DONE FOR THE COUNTRY SCHOOLS?

BY E. H. STALEY.

WHILE the schools in the cities and incorporated towns of our State are steadily advancing until many equal the best in any State in the Union, the schools in the rural districts are making comparatively but little progress. Estimated upon the average daily attendance, the cost for tuition alone in Clinton county for the past year, for a term of schools less than four months, was seven dollars and fifty cents per scholar. The results were not commensurate with the outlay. In nearly every school a new teacher was employed who spent one-third of the term in undoing what his predecessor had done, in classifying the pupils and in making experiments in methods of doing school work. Many of the teachers were young and inexperienced, much of the work was done in a crude and imperfect manner, so that often no definite results were reached at all. There was a considerable expenditure of time, money, and often of real teaching talent and force, yet but little accomplished. The teachers worked hard, were anxious and zealous for the success of their schools, and many of them were even enthusiastic; they were also qualified as far as a knowledge of the branches to be taught is concerned. Why such poor results?

There was a lack of a directing power; the want of supervision was the trouble. This is true in every county in the State. The great need of our common schools outside of the cities and towns is intelligent and authoritative supervision. There must be an official head or power in each county that can lay its hand upon these schools, dictate a course of study, lay down general yet definite rules for the classification of pupils, and direct how things are to be done in the school room. Until we have this kind of supervision, the country schools will not come up to half the measure of their usefulness. There must be an intelligent, guiding purpose, an oversight that can see the end from the beginning; until we get this we are doomed to disappointment in the efficient working of our school system. County Superintendency is the great need of our public schools.

“NUMBER BELONGING.”

RY D. ECKLEY HUNTER.

EVERY pupil upon entering school prepared with books and other requisites for performing his work, shall be enrolled as a member of the school, and the record of every pupil so enrolled shall be preserved and shall enter into and form a part of the record of the school, whether he be a member for three days, a week, or for an entire term.

2. Every pupil who shall have been in attendance half or more than half of a given session shall be accounted present for that session, otherwise he shall be accounted absent.

3. In all cases of absence of pupils from school, whether with intention of returning or not, and whether the absence be occasioned by sickness or other causes, including even the suspension of the pupil, and excepting only the case of transfer to some other school in the city, the pupil's name shall be kept on the roll as “belonging” for three days, and dropped uniformly on the beginning of the fourth day in case he does not return.

4. From the number enrolled subtract the number dropped from the roll, and the remainder will be *the number belonging for that day*.

5. From the number belonging on any given day subtract the number absent, and the remainder will be the number in attendance.

6. Make a report or mark upon the register, at the close of each day, (1) the number belonging, and (2) the number in attendance for that day.

7. To the number belonging on the first day of the term, month, or year, add the number for each succeeding day and divide this sum by the number of days in the term, month, or year. The result will be the *average number belonging*.

8. Divide the *average daily attendance* by one per cent. of the *average number belonging*. The result will be the *per cent. of attendance*.

NOTE.—In presenting these rules, several of which have been compiled from various sources, I shall enter upon no argument at present, but in support of rule 3, which is taken from the St.

Louis rules, ask teachers to read the following from *W. T. Harris*, Superintendent, St. Louis:

"1. Its object is to secure a standard entirely free from arbitrary construction by the teacher. Heretofore five days has been generally allowed as the period for retaining the name of a pupil absent for sickness. In some cases the pupil's name has been dropped after two days when the cause of absence was not known; some times it has taken three days or longer to find out the cause of absence. This has depended much on the energy and promptness of the teacher or on the stress laid on regularity by the school authorities. *Under this rule the pupil's name is kept just three days unless transferred*, no more and no less, even in case of permanent removal, or death of the pupil, and whether the causes of the pupil's absence are known or unknown.

"2. *Three days* is selected not because four or five or two days would not answer the purpose, but for the reason that it covers about the usual period necessarily required to ascertain definitely why the pupil is absent and what he intends to do. It is not the purpose of the rule to prescribe any action on the part of the teacher to ascertain these particulars, but in most cases the regulations of the schools or the custom of the teachers will lead to such measures; and it would be unpleasant or awkward to retain a pupil's name for five days or more after his death or permanent removal, while three days would not be thus objectionable, as cases are constantly occurring where it requires three days to ascertain definitely the fact. Less than three days is not only too small a margin, for the getting of definite information, but it is too small a margin to indicate the interference of the irregularity of attendance with the school duties.

"3. This item of *number belonging* is "kept at all" for the purpose of showing, by comparison with *number in attendance*, (a) the importance attached to the attendance on school by the community; (b) indirectly how much influence the teacher exerts on the pupils and through them on the parents; (c) local and temporal causes interfering with attendance, such for example as epidemics, local excitements, etc. Its exhibits being free from arbitrary control by teacher, it furnishes the Superintendent the occasion for inquiry into the cause of any variation from the usual percentage.

"4. The entire number enrolled compared with average attendance shows more general causes, such as are not dependent to so large a degree on the inclination of the parent or pupil or the energy and ability of teacher. For instance the poverty of the people causes the withdrawal of pupils to place them at work during certain seasons of the year. But the number belonging compared with the number attending indicates causes dependent to a large degree on the tone of the community, the will or inclination of parent and pupil and the influence of the teacher. Hence the latter item indicates a field wherein much can be done for the improvement of the schools, and indirectly of the tone of the community, while very little comparatively can be done to influence the former item, (i. e., entire number enrolled.)

"5. It is the short absences that interfere most with the progress of the work of the class. Long absences may be provided for by the transfer of the pupil on his return to a lower class, but the short absence necessitates the injurious practice of hearing a pupil "make up" his lesson by himself—a process wherein all that is of special value in recitation is lost and both pupil and teacher demoralized thereby. If the recitations omitted by cause of absence are not "made up," the strictness of recitation is liable to be relaxed on the plea that the pupil was not present when the class "went over" the particular subject under consideration: for no recitation is worthy of the name that does not constantly recur to the points treated of in previous lessons."

ONE of the most effective means for the wider diffusion of human knowledge, is the simplification of the means of imparting and acquiring it. If, for instance, a new truth is hidden in a foreign tongue, then a whole people, in order to possess that truth, must go through the laborious process of learning a new language. But let the description or exposition of that truth be clearly translated into the mother tongue, and it then becomes attainable by all with comparatively little labor. It is just so when one of the remote truths of science, capable in the first place of being grappled only by the mightiest intellect, is at last presented in so simple a form that a common mind can comprehend it. *He who simplifies the means of communicating truth, is in every respect as great a benefactor as he who first discovers it.*—HORACE MANN.

OFFICIAL DEPARTMENT.

ANDERSON, INDIANA, October 15, 1871.

DEAR SIR:—The school houses, and the furniture in them, in almost every township in this county, have been seriously injured by permitting the houses to be used for religious and other public meetings. In many of the school districts there are no houses for religious worship. Might we not exclude from school houses all such meetings?

Yours very truly,

HOWELL D. THOMPSON,
Examiner Madison County.

REPLY.

NOVEMBER, 2, 1871.

Howell D. Thompson, Esq., Examiner Madison County:

DEAR SIR:—Your favor of the 15th ultimo came duly to hand. Absence on official business has prevented me giving it attention at an earlier day.

By our school law, all school property is placed in the custody of the Trustee. The tenth section expressly says that the Trustee "shall have the care and management of all school property in his township, town or city."

The uniform ruling of this office has been that a Trustee can permit school houses to be used for religious and other public meetings. It is further held he should permit such use when he can do so and protect the school property. Not only should he do this as an accommodation to those who built them, but also for the dissemination of moral and religious truths, which are essential parts of a good education. He must, however, protect the school property; and when he is satisfied he can not do this, and permit such meetings to be held, it is his right to exclude them from the school house and refuse to allow it to be used for such purposes.

I would advise that when the Trustee grants the use of the school house for such purposes, it be made to one or two persons, requiring of them guarantees for the preservation of the property, and holding them personally responsible for all damage done.

VINCENNES, INDIANA, October 11, 1871.

DEAR SIR:—If a teacher in a graded school fails to get a license on account of his inability to answer the questions presented to him, does his pay stop in consequence of his failure? It is premised that such applicant had a license which was in full force at the time he was employed.

ANSON W. JONES,
Examiner Knox County.

REPLY.

OCTOBER 18, 1871.

Anson W. Jones, Examiner Knox County;

DEAR SIR:—Yours of the 11th inst. came duly to hand. If a teacher has a valid license at the commencement of the school for which he is employed, though it expire immediately thereafter, "it shall not have the effect to stop the teacher's pay." Sec. 28, School Law.

If the teacher commences teaching without a valid license, he can not recover pay for such services. *Harrison Township, Cass County v. Conrad, et al.*, 26 Ind., 337.

If he should commence teaching without a license, intending afterwards to be examined, should he obtain a license, it can not be presumed that he had one at the commencement of the school.

The provision of section twenty-eight, above referred to, is unqualified, and refers to teachers alike in graded and district schools. I do not think this provision can be applied to teachers in district schools alone.

THE TEACHER'S AUTHORITY OVER PUPILS GOING TO AND RETURNING FROM SCHOOL.

A. B. Seaver was a teacher in the State of Vermont: Peter Lander, Jr., a lad eleven years of age was his pupil. After school had been dismissed for the day and young Lander had returned home, he was sent to drive up the cows, and whilst passing the residence of Mr. Seaver, in the teacher's hearing and in the hearing of some of Lander's fellow-pupils, he called him *Old Jack Seaver*. When the boy returned to school the next day the teacher punished him for his contemptuous language. This at once brought on litigation, which ended in the Supreme Court of the State. In the case of Peter Lander, Jr., v. A. B. Seaver, 32 (Shaw) Vermont, page 112, the Court says as follows:

"Though a schoolmaster has, in general, no right to punish a pupil for misconduct committed after the dismissal of school for the day, and the return of the pupil to his home, yet he may, on the pupil's return to school, punish him for any misbehavior, though committed out of school, which has a direct and immediate tendency to injure the school and to subvert the master's authority."

It is conceded that his right to punish extends to school laws, and there seems to be no reasonable doubt that the supervision and control of the master over the scholar extends from the time he leaves home to go to school till he returns home from school. Most parents would expect and desire that teachers should take care that their children, in going to and returning from school, should not loiter, or seek evil company, or frequent vicious places of resort. But in this case, as appears from the bill of exceptions, the offence was committed an hour and a half after the school was dismissed, and after the boy had returned home and while he was engaged in his

father's service. When the child has returned home or to his parent's control, then the parent's authority is resumed and the control of the teacher ceases, and then for all ordinary acts of misbehavior the parent alone has the power to punish. It is claimed, however, that in this case, "the boy, while in the presence of other pupils of the same school, used, towards the master in his hearing, contemptuous language, with a design to insult him, and which had a direct and immediate tendency to bring the authority of the master over his pupils into contempt, and lessen his hold upon them and his control over the school." This misbehavior, it is especially to be observed, has a direct and immediate tendency to injure the school, to subvert the master's authority, and to beget disorder and insubordination. It is not misbehavior generally, or towards other persons, or even towards the master in no ways connected with or affecting the school. For as to such misconduct committed by the child after his return home from school, we think the parents, and they alone, have the power of punishment. But when the offence has a direct and immediate tendency to injure the school, and bring the master's authority into contempt, as in this case, when done in the presence of other scholars and of the master, and with a design to insult him, we think he has the right to punish the scholar for such acts if he comes again to school.

The following upon this subject is from an excellent French treatise upon education, by J. Willm, Inspector of the Academy at Strasbourg, p. 176 :

"The last question which presents itself is, how far teachers should pay attention to the conduct of the pupils out of school, and especially at the time when they resort to it or return home. The road leading to school is truly a part of it, if we may so speak, as well as the play-ground, consequently any disorders committed by the pupils on it ought to be suppressed by the teacher. He ought especially to watch over them at their play, for the sake of discipline, as well as for that of education in general. Their games are, as has been said, of serious importance to him. The conduct of pupils, when under the paternal roof, and everywhere but in school or the road leading to it, escape all the means of discipline; but the teacher ought not to be indifferent to that conduct, especially in the country; he should carefully inquire concerning it for the sake of moral education. For the same reason he will have to watch over his own conduct out of school, and avoid whatever might tend to diminish that respect his pupils owe to him, and which is the chief condition of the success of his mission."

Horace Mann in his Tenth Report expresses a like opinion to the above which the want of space prevents inserting.

M. B. HOPKINS,
Superintendent Public Instruction.

EDITORIAL.

METHODS OF CALLING UPON PUPILS TO RECITE.

There are three distinct methods of calling upon pupils:

I. *The Consecutive Method.* This consists in beginning at the head of the class and calling upon the pupils in regular succession.

The *objections* to this method are:

1. It encourages pupils to prepare only that part of the lesson upon which they expect to be questioned.

2. It encourages inattention, as a pupil when he has answered his question feels entirely relieved till all the others have answered.

The *advantage* is, that it enables the teacher to ask questions more rapidly when only short answers are required, and thus saves time.

II. *The Simultaneous Method.* This consists in having the class answer or recite in concert.

The *objections* to this theory are:

1. It gives no opportunity for individual testing.

2. It does not allow of long answers. The teacher must so frame his questions that a simple word, or at most a very few words will answer them; otherwise, an answer in concert is a *jargon*.

3. It follows from the above that the teacher must do most of the talking. This is just the reverse of what should be. The teacher should talk but little.

4. It affords opportunity for lazy pupils to shirk, or "to join in" after those who know the answer have begun to recite.

The *advantages* of this method are:

1. It enables the teacher to give each member of the class something to do frequently, and thus keeps up the interest. This is especially desirable with small pupils.

2. It encourages the timid to speak out.

3. In reading, it regulates the speed. Those who read too rapidly are held back, and those who read too slowly are hurried along.

III. *The Promiscuous Method.* This consists in calling upon pupils in an irregular way so that no one will know when his turn will come or how often it will come.

Its *disadvantages* are:

1. Unless the teacher is very careful he is liable to allow those pupils who are the brightest and always have their lessons to do most of the reciting, which is *wrong*. The most of the time should be spent with the "dull" pupils. The bright ones will learn without attention.

2. In large classes some are liable to be overlooked and not be called upon for days at a time. I have often known this to be the case. The result is, invariably bad; loss of interest on the part of the pupils thus neglected is certain to follow.

The *advantages* are:

1. It secures the attention of all, as each is liable to be called upon at any moment.

2. It enables the teacher to ply his questions most when they are needed most.

We conclude then, from the above discussion, that no one of these methods used exclusively is best, but that the skillful teacher should judiciously combine them all.

To save time it is often well to use the consecutive plan—to have it understood that when one person has recited, the next person is to answer the next question, unless another is named. But the teacher should see to it that the order is broken so frequently that all will be on the lookout.

The simultaneous plan should be used only to vary the exercise and attract attention, and sometimes in reviews and drills; as a rule, the children should be required to recite with but few questions—to form complete sentences, and to use good language.

The promiscuous method, used exclusively, is the best of the three, but, as suggested above, it may become *too* promiscuous.

The question should always be asked *before* the pupil who is expected to give the answer, is named. Then, as no one knows whose name will be called, every one gives close attention and thinks vigorously. The best mental work of the class is often done during the little time that lapses between the asking of the question and the naming of the pupil to recite. If the person is named first and the question asked afterwards, only the one named feels called upon to give *special* attention.

No method can be called *the best* for all teachers, or for the same teacher under different circumstances.

Neither will any method succeed, however good, unless there is a good teacher behind it. While much of success in doing any school work depends upon the method used, a vast deal more depends upon the teacher. There is always more in the teacher than in the method. Teachers need to "mix brains" with their work.

WE HAVE to beg pardon of those who have favored us with their subscriptions during the past month, for our delay in forwarding the JOURNAL. Although we thought our November issue abundantly large, it was almost immediately exhausted, and for the last three weeks we have been compelled to use *old* numbers for specimens when called for.

Those who have asked that their subscriptions should begin with one of the back numbers will also excuse us for not complying with their request, as our back numbers are all exhausted.

TO OUR SUBSCRIBERS.

THIS issue closes the sixteenth volume of the INDIANA SCHOOL JOURNAL, and we are glad to announce to our readers that the JOURNAL was never in a more prosperous condition. Our present issue is twenty-one hundred, and barely meets the demand. We believe that the actual number of subscribers never before was so large. Words of commendation from every quarter have greeted us as to the improved and improving character of the JOURNAL.

We wish to extend our hearty thanks to our many friends throughout the State for these kindly words, and for the active part they have taken in extending our circulation. To them we owe much of our success, and upon them we must depend in the future.

We are working to still improve the JOURNAL, and to make it more nearly just what the masses of our teachers need. It ought to be a great power for good in the State, and will be if it can be placed into the hands of the teachers. Our State Superintendent reports over *twelve thousand* teachers in the State; then ought not more than two thousand to take and read their own State paper?

The Examiners have done more for us, and can do more for us than any others, as they are brought in direct contact with every teacher in their respective counties.

We are glad to feel that we have the hearty sympathy and co-operation of so large a proportion of them. If they will put the JOURNAL into the hands of the teachers we certainly can do much toward helping them to elevate the standard of education throughout the State. Many of the Superintendents of our city and town schools have kindly interested themselves in our behalf, and have made up "clubs" among their teachers. Will not others do the same thing and thus help us and themselves?

The SCHOOL JOURNAL, in a very important sense, belongs to the teachers, and it will, in a good degree, be what they make it. Then let each one feel a personal interest in the matter, and do what he or *she* can, feeling that the greater its circulation the greater the good done.

THE time of subscription of many of our readers expires with this issue. Will they not see to it that their subscriptions are renewed *at once*?

Do not wait for one or two months before renewing, but do it *to-day*. Begin with the volume and forward your names immediately that we may know how large to make our January issue.

WE PUBLISH in this number a "title page" and an "index" for the volume of the JOURNAL just closed. We hope that many of the teachers will think their Journals worth binding and preserving.

WE never publish anonymous articles, especially if they are of a personal character.

OUR CONTRIBUTIONS.

Our first article, "A Talk about Teaching," ought to be not only read but studied by every reader of the JOURNAL. It contains practical suggestions for the "common plodder" and sound philosophy for the wisest.

We hope that teachers will make good use of "The Educational Forces" we send them from time to time.

You are taken sight-seeing in Europe, this time, on mule-back.

We give, this month, another article on "Compulsory Education," strongly advocating it. We commend it.

"Learning by Rote" is eminently sensible and practical. It applies to all grades of teaching. This is Mrs. Hufford's first article for the JOURNAL, but we hope it will not be the last.

We believe that the question "What shall be done for our county schools" has been correctly answered by friend Staley. County Superintendency is the next "onward and upward step."

At the State Superintendents' Association, last winter, D. E. Hunter was appointed to arrange and report through the JOURNAL, rules for determining the "Number Belonging" in school. In this number we give his report.

The "Chicago Rule" generally used, is so variously understood, and gives teachers so much *discretionary* power that comparisons of school reports really amounted to but little. We hope that the rules reported will be universally adopted and *strictly* adhered to.

COMPLAINTS come to us from three or four different counties in regard to the manner in which the examinations are conducted.

One Examiner uses the same questions in three or four successive examinations; another allows teachers to use them a week before they are to be examined upon them; another allows applicants to communicate without restraint during examination; another allows those being examined to leave the room during examination to consult; another marks his papers "by guess," and can conduct an examination of twenty teachers, do all the supervising, write all the questions on the board, examine and mark all the papers, record all the names, get all the averages, and make out all the certificates in time for the applicants to take them home with them the same day, and he is not a *very* smart man either.

Such examinations of course are *farces*. If Examiners would follow strictly the suggestions of the State Board of Education sent with their questions they would not lay themselves open to such charges as the above.

We know that some of the above charges are well founded, but believe that they apply to very few of the Examiners.

SCHOOL REPORTS OF VARIOUS CITIES FOR OCTOBER.

TOWN OR CITY.	No. enrolled.	No. of days of School.	Average No. be- longing.	Average daily at- tendance.	Per cent. of at- tendance or av- erage belong'g.	No. of Tardil- nesses.	No. neither tardy nor absent.	Name of Superintendent.
Indianapolis.....	5586	18	5122	4859	94.9	667	2611	A. O. Shortridge.
Muncie.....	673	20	607	527	86	11	181	H. S. McRae.
Richmond.....	1551	20	1445	1350	95	200	614	Jas. McNeill.
Seymour.....	608	20	484	406	91	68	165	J. C. Houscheper.
Wabash.....	586	20	529	502	94.9	9	.....	J. J. Mills.
Attica.....	433	20	357	334	94	23	136	J. W. Caldwell.
Evansville.....	3892	20	3560	3184	90.1	804	1257	A. M. Gow.
Lawrenceburg.....	606	20	495	474	96	24	353	E. H. Butler.
Milkhart.....	625	20	540	503	93.2	87	204	J. K. Walts.
Franklin.....	644	20	575	564	97.9	38	364	H. H. Boyce.
Noblesville.....	417	20	370	368	96.8	79	255	Jas. Baldwin.
Princeton.....	483	20	429	407	94.8	292	123	D. Eckley Hunter.
Edinburg.....	454	....	419	394	94.1	79	261	D. H. Pennewill.
Frankfort.....	387	20	339	312	92	187	156	E. H. Staley.
Logansport.....	1111	20	832	775	93.2	548	281	Sheridan Cox.
Goshen.....	647	19	561	502	90	237	249	D. D. Luke.
Terre Haute.....	2502	20	2348	2254	95.3	764	1021	Wm. H. Wiley.
Rushville.....	338	20	300	258	83	82	42	D. Graham.
Greenfield.....	275	19	242	194	80.3	239	22	G. W. Paterbaugh.

We are encouraged at the increased number of reports sent us this month by Superintendents. We shall be glad to have still others. This comparison of work will certainly do good.

THE PROGRAMME for the State Association is certainly a good one. The committee have taken great pains to select subjects that will be eminently practical and profitable. We are confidently expecting this to be the largest Association ever held in the State. We hope that teachers who take the JOURNAL will have the programme printed in the county and city papers, and that they will do all in their power to secure a general attendance. We call especial attention to the arrangements made by the different roads. Some of them sell excursion tickets, and if teachers fail to learn this they will have to pay full fare both ways.

Let us have a large meeting, let us all take an interest, and it will undoubtedly be both pleasant and profitable.

MISCELLANY.

INDIANA STATE TEACHERS' ASSOCIATION.

Programme for the Eighteenth Session, to be held in Indianapolis, December 26, 27, 28 and 29, 1871:

TUESDAY, DECEMBER 26.

Organization of the Collegiate and High School Section.

2:00 P. M. Organization, etc.

2:30 P. M. "A Common College Course." Report. Committee, Presidents Bowman and Moore, and Prof. Stott.

3:00 P. M. "Inter-Collegiate Law, as related to College Courtesy and to College Discipline," by Pres. Thomas Bowman, of Asbury University.

EVENING SESSION.

7:30 P. M. Organization of the General Association. Reception and Response.

8:00 P. M. Inaugural Address, by the incoming President, A. M. Gow, Superintendent of the Evansville schools.

WEDNESDAY.

9:00 A. M. Opening Exercises. Reading minutes, etc.

9:30 A. M. "How Deaf Mutes are Taught," by Thomas McIntire, Superintendent of the Deaf and Dumb Institute.

10:15 A. M. "How to Teach the use of Good English," by Thos. Holmes, D. D., President of U. C. College, Merom, Ind.

11:00 A. M. Recess.

11:15. "Modes of Examination," by Miss Dora Mayhew, of Greencastle.

NOON RECESS.

Primary Section.

2:00 P. M. Essay, by Mrs. Lois G. Hufford, of New Castle.

3:00 P. M. "Class Drill in Reading," by Miss Maggie Hamilton, of Indianapolis.

Superintendents, Principals, and Examiners' Section.

2:00 P. M. "A Uniform System of Making and Grading Certificates," by W. H. Powner, Examiner of Decatur county.

3:00 P. M. "How can Teachers' Meetings be made most Profitable," by E. P. Thompson, Examiner of Jasper county.

College and High School Section.

2:00 P. M. "College Prizes and Honors," by Prof. John L. Campbell.

2:45 P. M. "Best means of securing Temperance among Students," by Dr. B. T. Brown, President.

2:30 P. M. "English Literature; how should it be Taught?" by Joseph Moore, President of Earlham College.

EVENING SESSION.

7:30 P. M. "Indiana as Compared with other States Educationally." Discussion: Leaders, H. H. Boyce, of Franklin, and W. A. Boles, of Shelbyville.

8:15 P. M. Lecture; by Thomas Bowman, President of Asbury University.

THURSDAY.

9:00 A. M. Opening Exercises—Minutes, etc.

9:30 A. M. "Methods of Instructing the Blind," by Dr. W. H. Churchman, Superintendent of the Institute for the Blind.

10:15 A. M. "Composition," by Miss Mary A. Bruce, of the State Normal School.

11:00 A. M. Recess.

11:15 A. M. "Compulsory Education," by Hon. Milton B. Hopkins, Superintendent of Public Instruction.

NOON RECESS.

Primary Section.

2:00 P. M. Essay; subject, "Corporal Punishment," by Miss Emma Jordan.

3:00 P. M. "Teaching Morals"—a lesson, by Miss _____ of the State Normal School.

Superintendents, Principals and Examiners' Section.

2:00 P. M. "How can Examiners and Superintendent's visits to Schools be made most Beneficial?" by W. P. Phelon, Examiner of Laporte county.

3:00 P. M. "Should Teachers be paid according to the Grade of their Certificates?" by Rev. W. N. Dunham, Examiner of Miami county.

Collegiate and High School Section.

2:00 P. M. "Should all Colleges admit Females to all Privileges?" by Prof. C. Mills, of Wabash College.

3:30 P. M. "Should the High School teach Greek?" by Rev. E. Ballentine. Committee, Professors Ballentine, B. Hobbs and E. J. Hamilton.

EVENING SESSION.

7:30 P. M. Miscellaneous Business.

8:00 P. M. Lecture; by Jos. F. Tuttle, D. D., President of Wabash College.

FRIDAY.

9:00 A. M. Opening Exercises—Minutes, etc.

9:30 A. M. "How Incurable Boys are Reformed," by F. B. Ainsworth, Superintendent of the Reform School for Boys.

10:30 A. M. Recess.

10:40 A. M. "The Marking System, its Advantages and Disadvantages," by E. H. Butler, Superintendent of the Lawrenceburg schools.

11:15 A. M. Essay; subject, "Pestalozzianism," by Miss Clara J. Armstrong, Principal of Indianapolis Training School.

NOON RECESS.

2:00 P. M. Report of Committees, Reports of Officers, Miscellaneous Business, Adjournment.

Prof. J. S. Black will furnish music for the evening sessions.

Each of the above exercises except the evening lectures, is limited to *thirty* minutes. Better shorter than longer. The remainder of the time assigned to the subjects will be occupied in discussions.

Every person whose name appears on the programme is expected to do what is assigned him, *unless he is struck by lightning*. No ordinary excuse will be accepted.

No attempt will be made to entertain teachers free. The following hotels will accommodate members at the rates given: Bates House, \$2.50 per day; the Palmer, Mason, Sherman, Spencer, and National, each \$2.00; the Capital, Revere and Little, \$1.50; Boarding Houses generally, \$1.00. Persons who wish to go to a hotel, can make their selection and go directly to it from the cars. Those who will stop at a boarding house will find a committee at the High School building to direct them.

The College Section will hold all its meetings in the High School building. The General Association will be held in the Y. M. C. A. Hall.

Prof. S. H. Thompson, Chairman of the Ex. Com. of the College and High School Sections, arranged the programme for that Section; we have only distributed it so that all the branches of the Association may work in harmony.

The following Railroads have agreed to return teachers as bellow:

The C. C. C. & I. (Bee Line), I. B. & W., Peru, Cincinnati Junction, L. N. A. & Chicago, and the Evansville & Terre Haute will return members *free*, on presentation of proper certificate from the Association.

The Terre Haute, Vandalia & St. Louis, Cincinnati & Lafayette will charge full fare one way, and sell return tickets at *one-fifth* the regular rate.

The Jeffersonville and Madison roads will sell excursion tickets at a little over *half fare*. Teachers must tell the ticket agents that they are coming to the Association.

The Indianapolis & St. Louis road will sell excursion tickets at *one and one-fifth* fare. Tickets to be had of local agents.

The Pan-Handle lines, which include the P. C. & St. L., the Vincennes, and the Cincinnati & Chicago Air Line, will sell excursion tickets at "about half fare," on presentation of a certificate, which teachers will have to obtain from W. A. Bell, Indianapolis. Teachers wishing to come by either of these road will have to write for these certificates, which must be presented to the local ticket agents.

This arrangement is outrageous, but is the best that could be made. It will save a great deal of labor on our part, if teachers will send for these "orders" in clubs, that they may be sent to one address.

Teachers living on other lines of roads not centering in Indianapolis, can doubtless secure reduced rates upon application to the proper officers.

W. A. BELL,

Chairman Executive Committee.

BOON COUNTY seems to be having more than its share of troubles lately.

Not long since Examiner Foxworthy became aware that a teacher by the name of Lewis was in the habit of drinking to excess. He summoned him to trial, heard all the testimony, and upon the evidence revoked his license.

The case was appealed to the Superintendent of Public Instruction, who went to Lebanon, the county seat, and re-heard the case. After hearing the evidence and arguments on both sides, he sustained the decision of the Examiner.

If Lewis drank, as was charged, the judgment was a most righteous one.

During the time of the above excitement Lebanon was convulsed with a school fracas.

It seems that one of the teachers, Miss Harney, had occasion to whip a *bad* boy, belonging to her room, by the name of Hamilton. After the whipping, the boy jumped out of the window and ran home. On his return he was sent to the room of the Superintendent. Mr. Vanlandigham, the Superintendent, took the boy to a private room to correct him, but before he had given him half what his conduct merited, the boy screamed so lustily that his sister thought he was being killed, and ran home and reported the same to her father, who was near by. The father rushed into the room, and without waiting for explanation struck the Superintendent several blows with a heavy cane. He continued his threats and abusive language in so loud a tone of voice that he attracted the teachers from all the other rooms in the building and many people from the streets. So furious was he that no one dared to approach him till one of the lady teachers laid her hand on his arm and took him from the room.

Mr. Vanlandigham did not resist further than to defend himself, though he finally got the assaulter's cane into his own hands.

Hamilton, who is a lawyer, was arrested and fined for assault and battery. He ought to be re-arrested and fined for disturbing the school.

When fathers act with so little sense, it is no wonder that their children are unmanageable. We have the above report from one who was on the ground a short time after the occurrence. We hope Boon will rest quietly for the remainder of the year.

WABASH COLLEGE is reported in splendid working order.

MEN'S RIGHTS.

The Trustees of Vassar College have refused to receive two respectable young men who applied for admission. If women have a right to demand admission into the male colleges, have not men just as much right to demand admission to female colleges?

We are firmly of the belief that at no very distant day there will be no such institution as exclusively male or exclusively female colleges. The "old foggy" notion that our young men must be educated by themselves and, as is too often the case, grow up into boors; and that our young women must be shut up in hot-bed seminaries and "Female Colleges," subjected to unnatural and over-strict rules, has about had its day.

Theory to the contrary notwithstanding, *experience* has established the fact that co-education, under proper restraints, is the only *natural system* of education. Those who have *tried* it uniformly testify that the mutual influence of young men and women, upon each other in the class-room is both elevating and refining.

RAY's New Series of Analytical Geometry has been introduced into the State University.

READER, have you ever secured a subscriber for the JOURNAL, or sent an "item" to the editor? If not, why not?

IN Owen county the Trustees deduct fifteen cents per day from the wages of those teachers who do not attend Institutes.

ALL the copies of the last issue of the School Law have been distributed, except a few, which it is necessary to retain for the use of the office.

WE will send the JOURNAL and *Little Chief* for one dollar and seventy-five cents, or the JOURNAL and *Chicago School Master* for two dollars.

READ our advertisements; the most of them are new. Thus you can learn something of the character of the latest publications. Read the Book Table, also.

MORGAN COUNTY AHEAD.—The Morgan County Institute made up the largest "club" of subscribers for the JOURNAL we have received this season. It consisted of *forty-one* names.

ERRATA.—In the November number of the JOURNAL, on page 391, line 18, for "Davies rules," read "Divers rules."

On page 411, 10th line from bottom, read "be" instead of "become."

AT the Elkhart County Institute a list of thirty-eight subscribers was secured for the JOURNAL. Elkhart is "next to head." Thanks to Valois Butler, the Examiner, also to J. K. Walts, Superintendent of the Elkhart schools.

HOWARD COUNTY AHEAD.

In Howard county *every* *Trustee* has not only levied the tax for tuition purposes, but has put it up to the limit of the law. Not only this, but they have organized a Township Teachers' Meeting to be held monthly, and teachers are compelled to attend or lose a day's salary. This looks like business.

Howard county is the one in which our State Superintendent lives. Query? Did he have anything to do with this state of affairs?

In Dearborn county, on the last Saturday of October, twelve teachers were examined for certificates; *eleven* of them subscribed for the *SCHOOL JOURNAL*, and the *twelfth* gave his name and promised to. E. H. Butler conducted the examination. *Later*.—We have the *twelfth* name.

In Bartholomew county there is some trouble in getting teachers on account of the lack of money. The school fund had been deposited with the bankers, McCuehs, who have gone into bankruptcy, leaving the Trustees with empty sacks to hold.

THE Trustees of Rush county have adopted French's Series of Arithmetics, Scott's United States History, Montith's Geographies, Dalton's Physiology, Independent Readers, Harper's Writing Books, Fowler's English Grammar and Loomis's Higher Mathematics as text-books to be used throughout the country.

Does your time expire with this number? If so, fill the enclosed blank and return it at once. You can not afford to miss any of the numbers.

We promised in last December's number to make the volume for 1871 the best yet published. We believe we have kept our promise, and we now engage to make the volume for '72 still better.

In Crawfordsville they are just beginning a fine new school building. At present the schools are taught in any places that can be had. A friend of ours visited a teacher there a short time since, who was teaching in an old dwelling house and had her pupils seated in three different rooms. We should call this pursuit of knowledge under difficulties. Everyboy will be glad when the new house is finished.

WHITE COUNTY TEACHERS' INSTITUTE has been postponed, on account of small-pox, until December 25th. Also that of Pulaski county to the same time, for the same reason.

The Allen County Institute is announced for December 14, 15, and 16, only three days. Query? Can the Examiner draw the public money?

Adams County Institute will be held December 25th.

THE teachers of Franklin township, Owen county, convened on the 28th day of October for the purpose of organizing and holding a "Township

Teachers' Association," to meet monthly. Dr. G. S. Figgs was elected Chairman, P. S. Buchanan Secretary; Miss Ella Gantz, J. S. Figgs and P. S. Buchanan were appointed as a committee to draft a constitution and by-laws, and present the same at the next meeting. Miss Lizzie Gantz conducted an exercise on orthography, D. W. Hogan on arithmetic, P. S. Buchanan on geography, Miss Ella Gantz on grammar, George Robertson on reading; after which the meeting adjourned to meet the first Saturday in December.

P. S. BUCHANAN,

Secretary.

We have the following items from Clinton county:

There are now two graded schools in this county—Frankfort and Rossville. The former is graded from the primary to the high school, the latter from primary to grammar grades.

The winter schools in the county are opening earlier than ever before. The term will average four months and a half. Wages will range from one dollar and seventy-five cents to two dollars and twenty-five cents per day. No difference between male and female teachers. However, males are in greater demand, and often a poor male teacher is selected over a well qualified lady teacher.

The people, in many districts are demanding progressive, "normal" teachers, as they call them. The leaven is at work, and Clinton county will take no steps backward.

B. H. S.

INSTITUTES.

HOWARD COUNTY.—The Howard county Teachers' Institute was held October 23d to 27th. One hundred and twenty teachers were enrolled, and the Examiner, R. Vaile, presided. The instructors were Prof. A. C. Hopkins, and A. J. Youngblood, of Howard College, and G. P. Brown, D. Hough, M. R. Barnard, and W. A. Bell, of Indianapolis. Hon. M. B. Hopkins and M. R. Barnard each gave an evening lecture, and the other evenings were occupied in discussions. On one evening the question, "How should good behavior be taught in the common schools as contemplated by the law?" was duly considered.

The Institute was profitable and interesting to all, and was generally considered a *greater success* than any other session of the kind ever held in the county.

Appreciative resolutions were unanimously adopted favoring the Examiner, the Superintendent of Public Instruction and the instructors. Also, the following:

"*Resolved*, That every school should be conducted according to a fixed programme.

2. That upon the table of every school-room in the county a copy of Webster's Unabridged Dictionary is an absolute necessity.

3. That the office of County Examiner in the State of Indiana should be extended so that the schools of the county can have a Superintendent, whose duties shall be similar to those of the Superintendent of city schools.

4. That we, the teachers of Howard county, earnestly solicit the Board of County Commissioners to allow the County Examiner a sufficient compensation to enable him to devote *all* his time to the schools, in superintending, visiting, and performing such other duties as are necessary."

CARROLL COUNTY.—The Annual Teachers' Institute of Carroll county, met at Delphi on the 23d day of October, 1871, and continued in session five days. The total number in attendance was one hundred and thirty-five; average daily attendance, sixty-five.

The theory and practice of teaching and school government was frequently discussed by the local teachers.

Lectures upon Physiology were delivered by Dr. T. W. Fry, of Lafayette. Also, lectures upon Orthography and School Government by Mr. C. Smith, of South Bend.

Superintendent Hopkins explained many points of the school law.

Many thanks are due the Examiner, Mr. L. E. McReynolds, for the success of the Institute.

The following resolutions were offered and adopted by the Institute:

"*Resolved*, That the school law should be so amended as to give the Examiner supervision over the common schools, and that his compensation should be such as to enable him to give entire time to the schools.

Resolved, That we endorse the INDIANA SCHOOL JOURNAL.

ELISHA ODELL,
RENA CARTWRIGHT,
LIZZIE MCCAIN,
Committee."

MORGAN COUNTY.—The Morgan county Institute at Monrovia, beginning October 30th, was the largest as well as the most interesting ever held in the county. The enrollment was one hundred and twenty, all *bona fide* members, and nearly all teachers. We doubt whether a more prompt, more intelligent, more attentive, more courteous Institute has been held in the State the present season.

The discussions were entered into with a will; a very pleasant feature of them was that the ladies took a part.

The instructors were W. A. Bell, J. M. Olcott and Daniel Hough.

Superintendent Hopkins was present one day and met the trustees. He gave both trustees and teachers some wholesome advice.

Olcott, Bell and Hopkins gave evening lectures, all to crowded houses.

A club of *forty-one* was made up for the SCHOOL JOURNAL.

Robert Garrison, the new Examiner, is starting well, and has the confidence of the teachers.

Morgan county is moving forward.

SHELBY COUNTY.—The Shelby County Teachers' Institute convened at the Seminary in Shelbyville, Indiana, on Monday, October 16th, 1871, and

organized by the election of Richard Norris, School Examiner, President; Prof. W. A. Boles, Supt. Shelbyville Schools, Vice President; Mr. J. E. Morton and Miss Fannie Montgomery, Secretaries.

Critics and editors were appointed each day. A School Journal was edited daily, called the "Literary Casket." A "Query Box" was prominently displayed on the President's desk, and received many inquisitive interrogations requiring answers prompt and pertinent. Classes in Reading, Arithmetic, Geography, Grammar, and Phonics were formed and actual teaching exemplified in its most practicable modes and methods.

The Instructors in attendance were the Examiner, Profs. W. A. Boles, J. M. Olcott, W. A. Bell, Editor INDIANA SCHOOL JOURNAL, L. H. Jones, of the State Normal School, Terre Haute, Daniel Hough, W. H. Power, Examiner of Decatur county, James Milleson, Ex-School Examiner, Shelby county, Hon. Milton B. Hopkins, Supt. Public Instruction.

This Institute was pre-eminently successful, the enrollment reaching 187 names—of whom 140 were teachers and persons preparing to become teachers—more than 100 teachers in actual service were in attendance. This is extraordinary for Shelby county, when the entire number of teachers employed last year in the county was only 133. The attendance had been stimulated by an energetic circular from the Examiner, offering, amongst other inducements, five per cent. on the general average of Teachers' Certificates to all who faithfully attended the Institute.

A social reunion was held on Thursday evening, which was enjoyed by all.

Prof. Olcott lectured on Wednesday evening, and Supt. Hopkins on Friday evening. Both gave good lectures, and both had good audiences.

RICHARD NORRIS,
Examiner.

PERSONAL.

S. P. THOMPSON, Examiner of Jasper county, publishes the names and per cent. of all applicants licensed, but only the number of those rejected. In October thirteen out of thirty-nine failed to get certificates.

T. W. PECK, Examiner of Vanderburgh county, has sent us a neatly gotten up pamphlet containing the rules and regulations adopted by the Trustees of his county for the government of the schools. Such regulations should be adopted in every county.

JOHN CARNEY, Examiner of Jennings county, expects to visit every school in his county. This is what the schools need, and we are glad to know that so many Examiners are arranging to do the same thing.

HON. W. D. HENKLE, State School Commissioner of Ohio, resigned his office before the expiration of his term, to take the Superintendency of the Salem schools. He receives more salary in his present position, for forty

weeks' work, than he did for fifty-two weeks as School Commissioner. Is it not a shame that in many of our western States, city Superintendents receive higher salaries than State Superintendents, so that our first-class men often have to make a pecuniary sacrifice in order to accept the highest educational position in the gift of the people?

Thomas Harvey, author of Harvey's Grammar, who is the Commissioner elect, has entered upon his office ahead of time. The interregnum was filled by Thomas D. Crow.

WILSON, HINKLE & Co.'s New Descriptive Catalogue of the Eclectic Series of Text-books, is before us, and is the finest thing of the kind we have yet seen. It is printed in the best style on tinted paper, and is beautifully illustrated.

WE CLIP the following from an Emporia (Kan.) paper:

Fine Residence.—Prof. G. W. Hoss has purchased five acres of ground adjoining the city on the north-west, and will immediately erect thereon a large two story residence at a cost of between four thousand and five thousand dollars.

M. M. CALLOWAY is Superintendent of the Milton schools. The discouraging report we heard of Milton seems to be untrue.

W. M. CRAIG, formerly a teacher in Indianapolis, and more recently the Principal of the Madison high school, has been confined to his room for sometime past on account of severe illness.

J. C. HOUSEKEEPER writes, "All my teachers now take the JOURNAL, except one, and she reads it."

JOHN S. MCCLERRY, Examiner for Wells county, is entirely blind. He is said to be a very intelligent man, and is filling the Examiner's office with ability. He presided at his late Institute, and managed it better, and kept better order than many Examiners do who have two good eyes.

PROF. WM. P. PHELON, is making the Laporte Technic and Training School a grand success if we may believe reports. Prof. Phelon's energy will make anything a success that he undertakes.

WM. H. MENDENHALL, formerly a teacher in this State, afterwards an agent for Charles Scribner & Co., and for the past fifteen months superintendent of a silver mine in Colorado, has returned to Richmond to spend the winter. He and wife are both looking as though they had enjoyed their western life.

WM. M. SCRIBNER, with Woolworth, Ainsworth & Co., since the fire, has transferred his place of business to 496 Michigan Avenue, Chicago.

PROF. E. C. HEWETT, of the State Normal School, is one of the editors and proprietors of the *Chicago School-Master*.

BOOK-TABLE.

HEALTH AND GOOD LIVING. By W. W. Hall. New York: Hurd & Houghton. Sold by J. H. V. Smith: Indianapolis.

Dr. Hall, who it is said, is one of the most sensible men and writers in the world, shows us in this book how health can be obtained, if lost, without the aid of a physician, as well as how it can be maintained by "good living," which means eating with a relish the best food prepared in the best manner. The book, besides being very enjoyable, is full enough of good advice to make the doctor's profession a useless one, and good enough to be the daily counselor of every pure-minded man and woman in the world.

Belonging to the same series, and by the same author, is a work on "Sleep: or The Hygiene of the Night;" another on "Bronchitis and Kindred Diseases;" as well as one on "Coughs and Colds," all of which, we are sure, will repay the careful reader.

FUN BETTER THAN PHYSIC. By W. W. Hall, M. D.

In this book, written by the same author as those mentioned above, Dr. Hall has eminently proved the truth of his title. If you doubt the truth of my assertion, purchase the book, follow its precepts, and there is no doubt that your doctor's bill for the coming year will be smaller than ever before. All these books may be obtained at the City Book Store.

BIBLE DICTIONARY: Indianapolis. Published by J. H. V. Smith, City Book Store.

This book mentions and describes the various persons, places, and subjects mentioned in the Bible, and explains, as well all the difficult words. It will particularly recommend itself to every Sunday-school teacher who desires to make all points clear. It is small and of convenient size for carrying in the pocket. Price seventy-five cents.

SYNCHRONOLOGY OF ANCIENT AND MODERN HISTORY. Arranged and published by S. Hawes: Boston.

This book contains the synchronology of the principal events in sacred and profane history from the creation of man to the present time. That it is a very valuable work and will prove exceedingly useful to both the teacher and student of history need scarcely be stated. A chart found at the beginning shows the rise and fall of the different empires and states of the world, thus giving the student at one glance an idea of the duration of the great historical periods of the world.

As a book of reference its value cannot be over-estimated, and we heartily commend it. It is sold only by subscription, but can be obtained by addressing the author, S. Hawes: Indianapolis.

HISTORY OF INDIANAPOLIS. By W. R. Holloway: Indianapolis Journal Company.

Every native-born as well as every naturalized Hoosier will be inter-

ested in the history of this the Capital of his own State. Perhaps he will be astonished to learn that this city of fifty thousand inhabitants had as humble an origin as a log cabin built near the present eastern end of Michigan street in March, 1819. He will learn this and a thousand other facts of as great interest from the volume under consideration. The book contains twenty-four cuts, illustrating the principal buildings in the city. It also contains full statistical tables, showing the rise and progress of the city, socially, commercially, religiously, and educationally.

PLAIN HOME TALK AND MEDICAL COMMON SENSE. By Edward B. Foote, M. D. 912 Pages. Price, by mail, prepaid, \$3.60. German Edition, \$3.85. Indianapolis; John B. Hahn,

The volume before us is just what its name indicates, a plain, home talk upon subjects connected with the physical, mental, and moral well-being of every member of the human family. The author justly remarks that "Common Sense" is usually quoted at a discount; but there are some, and the *some* is increasing rapidly to many who not only have common sense themselves, but recognize it in the works and the words of others. To them the book will be specially welcome, treating as it does sensibly, clearly, and without gloves the ills to which flesh is heir; pointing out at the same time the way to avoid such ills, as well as the remedies for them, provided they are unconsciously contracted. It is not a book for promiscuous reading, or for the parlor tables, but it contains information which no man or woman can do without. It is full of common sense for common sense people, on subjects of vital importance, but of a private character.

ELEMENTS OF PLANE GEOMETRY. By Thomas Hunter, A. M., Principal of the Normal College of the City of New York. New York: Harper & Brothers.

In this work the Geometry of Solids is omitted. The author claims for his work, 1. That it commences aright; 2. That it contains more problems, solved and unsolved, than any other volume of the size extant; 3. That it is more practical than the works in common use. Aside from the Geometry proper, it contains an appendix on Mensuration of Surfaces, which furnishes a useful application of Arithmetic to the Geometry previously studied. The small size of this book (123 pages) peculiarly adapts it to the use of classes not expecting to complete the higher mathematics, or to those preparing to enter college.

FIFTH READER. By Lewis B. Monroe, Supt. of Physical and Vocal Culture in the Public Schools of Boston. Philadelphia: Cowperthwait & Co.

In turning over the leaves of this book, we are struck with several very attractive features. The print is large, clear and bright, the illustrations are uncommon, and such as the eye loves to dwell upon, the paper is pleasant and smooth to the touch. We read each new page with increased interest, and close the book with the feeling that the author has indeed made happy selections.

THE SCEPTER. By Dr. A. Brooks Everett. New York: Biglow & Main. Indianapolis: Bowen, Stewart & Co.

If the frequency with which music books for young or old, for sacred or secular use, for choir and congregation, appear, is an index of the general love for music on the part of the American people, and we suppose it is, it may ere long become a question as to whether America or Germany can properly be called most musical. The Germans, however, have the advantage of us in that they have a multitude of songs which have become as familiar as household words, which are sung whenever they meet, and which afford a means of social enjoyment which we do not possess. Would we had more of them. Might it not be possible that from the numerous books appearing from time to time, we might not gather some gems which should become as household words to us?

If the typographical appearance of "THE SCEPTER" before us is an indication of the merits of the book, we can safely commend it as a candidate for popular favor. From a hasty examination, the general design of the book seems to be good and very well carried out. The fact that Bigelow & Main publish it, is much in its favor.

REV. DR. WILLOUGHBY AND HIS WINE. By Mary Spring Walker. Sold by J. H. V. Smith, Indianapolis.

This book is what might be inferred by its title, a *temperance book*. It is written in the form of a story, and is an argument against tippling and in favor of *total abstinence*. It is very severe on those clergy who drink wine. It would make a good Sabbath School book.

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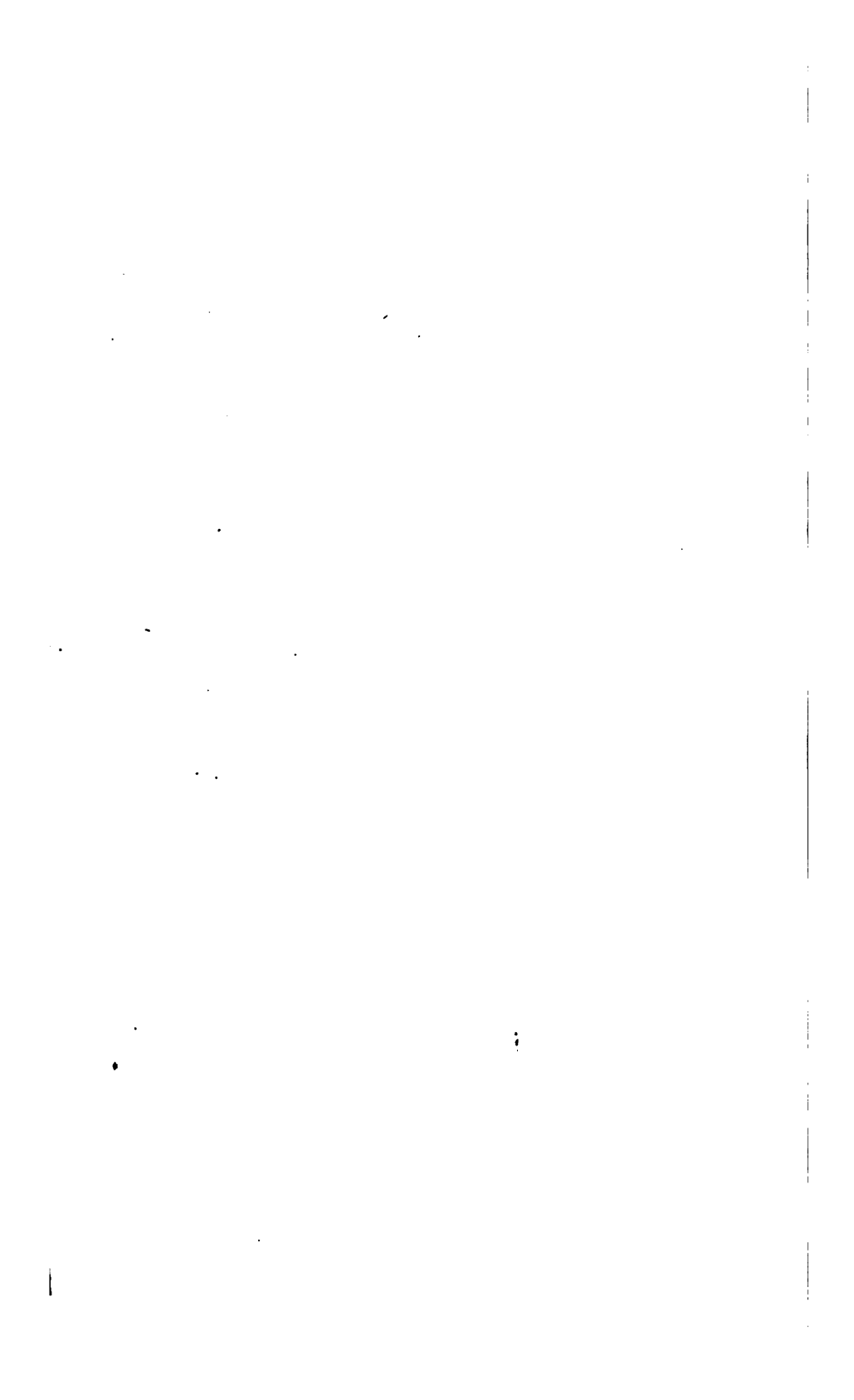
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During the Second Term of each year a special class in Geometry and Trigonometry is organized to prepare pupils to join the Surveying Class, which is always organized during the Third Term. The same arrangements are made during the fourth term preparatory to the Surveying Class of the six-week term.

A beginning class in Latin is organized each term.

At the Third Term a class beginning Greek is always organized.

Classes in other branches are organized at the beginning of *every* term, provided the number wishing it is sufficient to warrant the hiring of a teacher.

It will be noticed that the six-week term is devoted to a general review.

THE IRREGULAR STUDIES.

These will be found in the columns headed "Composition" and "Forensics."

These studies are denominated irregular, not because they do not come every term, or are less important than the others, but because they have no *fixed* hours on the programme of daily exercises. In fact, the work indicated in these columns is deemed the most important of all that the

charge of its teacher. Fifth, the rest of the school, in charge of the debating teacher.

The first four classes are sectioned off under the direction of their respective teachers, and each section meets for debate once a week. The teacher attends their first meetings, and occasionally others, to give such assistance and encouragement as may be needed.

The fifth class is divided into sections which meet with the teacher every other week, but meet every week if they choose, which they generally do. To manage these sections, to get them started, to help them keep up an interest, to teach them parliamentary rules, etc., etc., require on the part of the teacher patience, ingenuity and constant labor. But it has been our experience that in no department of the school do the pupils make more rapid and remarkable improvement.

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CONCLUSION.

In presenting this curriculum we are confident that those competent to judge will recognize in it peculiarities which must characterize it as different from, and superior to any other course of study published in the catalogues of Normal schools or colleges. It is the result of a long continued effort to discover the true educational needs of the public and to meet effectually those needs. That this effort has been remarkably successful, the continued increase of attendance and prosperity of the school is sufficient proof.

It is the object of this institution not only to prepare *teachers*, but to prepare young men and young women for life. It is not claimed that this institution makes teachers, makes doctors, lawyers, scholars, of young men or women, but it is claimed that it does in the shortest time and the most effectual manner prepare young men or young women to *make of themselves* successful teachers, lawyers, ministers or leaders in any honorable business. Those who expect to become perfect scholars, preachers, doctors, etc., by merely going to school are very earnestly invited not to attend this institution. They will be, and we claim they ought to be, disappointed.

PRINCIPLES AVOWED.

1st. Study and discipline, by correct management, can be made a pleasure instead of a burden.

2d. Study should never be imposed as a punishment, nor should pupils ever be punished for not studying.

3d. Instruction should be given from real objects and by actual practice; and no teacher or pupil should be satisfied with words, or ideas even, as obtained from books only.

4th. The pupil should, under the guidance of a teacher, work out his own instruction and discipline, and by daily practice in speaking and writing, learn to express his ideas with grace and cogency.

5th. The school government, which every teacher should look at and work for, is that of no laws, save the unwritten law of right, based on mutual respect of teacher and pupil.

6th. The separation of the sexes at any period of education is barbarous and unnatural—the practice belongs only to Catholic and Mahomedan communities.

7th. The whole course of instruction and discipline should be conducted with reference to the duties of life, and not with the design of passing any particular examination to obtain a degree or any other honor.

RESULTS OBTAINED.

1st. Physical health and moral purity are the direct and inevitable results of these principles of instruction and school government.

2d. Any institution really conducted on these principles will save its pupils more than nine-tenths of the time and money, ordinarily devoted to school discipline, and more than one-half the time ordinarily required to accomplish any prescribed course of academic training and professional drill.

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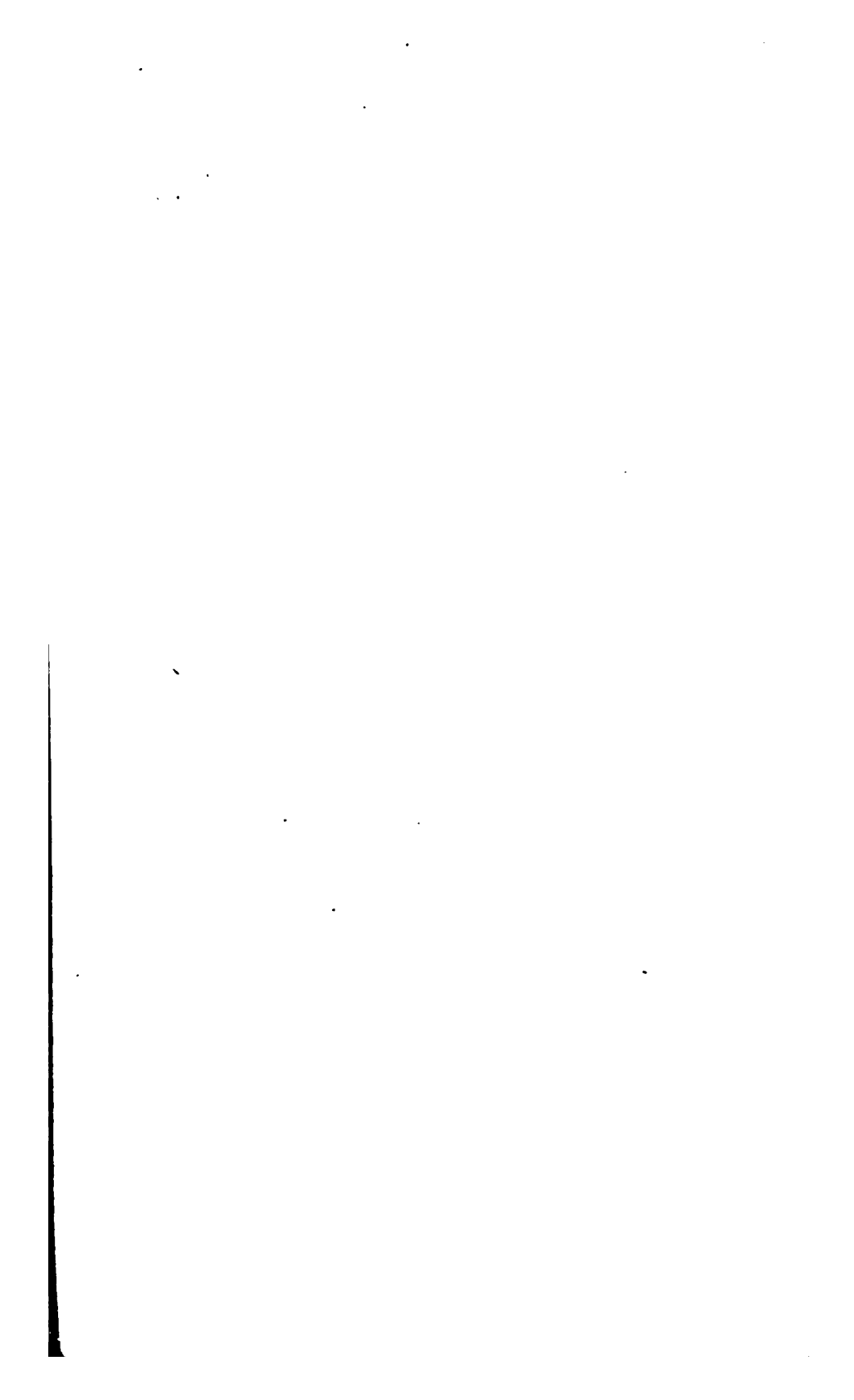


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From Prof. Austin Flint, Jr., Professor of Physiology in Bellevue Hospital Medical College, New York City, and author of "Physiology of Man," etc., etc.

It seems sound, compact, and just the thing for schools, and I sincerely hope that it may be appreciated for what it is worth, for we are certainly in need of books of this kind. I congratulate you on its excellence in matter, manner, and appearance.

From Prof. D. G. Eaton, Professor of Natural Science, Packer Collegiate Institute, Brooklyn, New York.

After a somewhat careful examination of Dr. Hutchison's Physiology, I am satisfied it is better adapted to the use of schools than any other text-book on that subject with which I am acquainted. I trust it will find a ready sale and be introduced into all our schools.

From Prof. James P. White, M.D., Professor of Obstetrics, Buffalo Medical College, N. Y.

It is, in my opinion, incomparably superior to any of its predecessors.

From the Hon. Henry Kiddle, Superintendent of Schools, New York City.

Dr. Hutchison's recently published "Treatise on Physiology and Hygiene," seems to me to be a most excellent work. The matter is well selected and arranged, and the topics treated in a lucid and interesting manner. Its copious and beautiful illustrations, and its various lists of "Questions for Topical Review," make it not only an attractive but very convenient class manual.

From Prof. John Ordronaux, Professor of Physiology the University of Vermont and also in the National Medical College, Washington, D. C.

I have read it from preface to colophon, and find it most desirable text-book for schools. Its matter judiciously selected, lucidly presented, attractive treated, and pointedly illustrated by memorable fact and, as to the plates and diagrams, they are not only clear and intelligible to beginners, but beautiful specimens of engraving. I do not see that any better presentation of the subject of physiology could be given within the same compass.

From Prof. Samuel G. Armor, M.D., Professor in Lothrop Island College Hospital, late Professor in Michigan University.

I have carefully examined Hutchison's Physiology and Hygiene, and take great pleasure in stating that regard it as a most excellent summary of the essential and well ascertained facts of physiological science. The text is remarkably concise and free from technicalities, and yet with a clearness of statement and an attractive simplicity and fullness of illustration which renders the work admirably adapted to purposes of instruction. Many of the popular works on physiology now in use in schools, academies, and colleges do not reflect the present state of the science, and some of them abound in absolute errors in statement of fact. The work which Dr. Hutchison has given to the public is free from these objectionable features, and as such give it my hearty commendation.

From Prof. Frank H. Hamilton, M. D., Professor of Surgery, Bellevue Medical Hospital College, New York. It supplies a want which has long been felt in one of the most important departments of elementary teaching. Similar works have been written, but this is the first which I have seen written by a thorough student-master of his subject.

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From the New York World.

The misfortune of most popular treatises on hygiene, upon any other specialty, is that they are written by professional and incompetent persons. Dr. Hutchinson, however, is well known as an accomplished and tentative physician, and his competency, so far as medical knowledge goes to the composition of such a treatise, is unquestionable. Moreover, the literary execution of the work is excellent. It is clear and practical, and saturated with all the engravings needful to a full understanding of the text.

From the Maine Journal of Education.

It is well written, free from unnecessary technical terms, and very finely illustrated; some of the plates are the best we have seen. It is designed for schools and general readers, and is, we think, worthy of extensive introduction.

From the New York Medical Record.

This work is designed mainly for a text-book in schools and academies, and consequently treats of various subjects connected with physiology and hygiene in an elementary manner. It is written in a wonderfully concise style, and, for a work of its size, we are surprised at the amount of useful information it contains. The descriptions of the various apparatus and their functions are rendered practically interesting to a young student by the skillful interpolation of many very valuable collateral hints, comparisons, and facts. The illustrations are admirable and well chosen, and, with a copious glossary, leave nothing to be desired in a way of making every part of the work perfectly intelligible to the merest tyro. We unhesitatingly recommend it to the teachers of the young as one of the best works of the kind that has been published, and predict for it a well deserved popularity.

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From John P. Gray, M. D., Superintendent of New York State Lunatic Asylum, Utica, New York.

I have read it carefully. It will meet a want—a great want—and it is admirably adapted in arrangement, language, etc., for instruction in schools.

From Prof. George F. Barker, M. D., Professor of Physiological Chemistry in Yale College, and author of Barker's Elements of Chemistry (In College Course).

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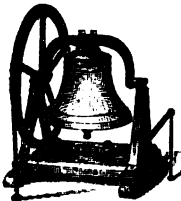
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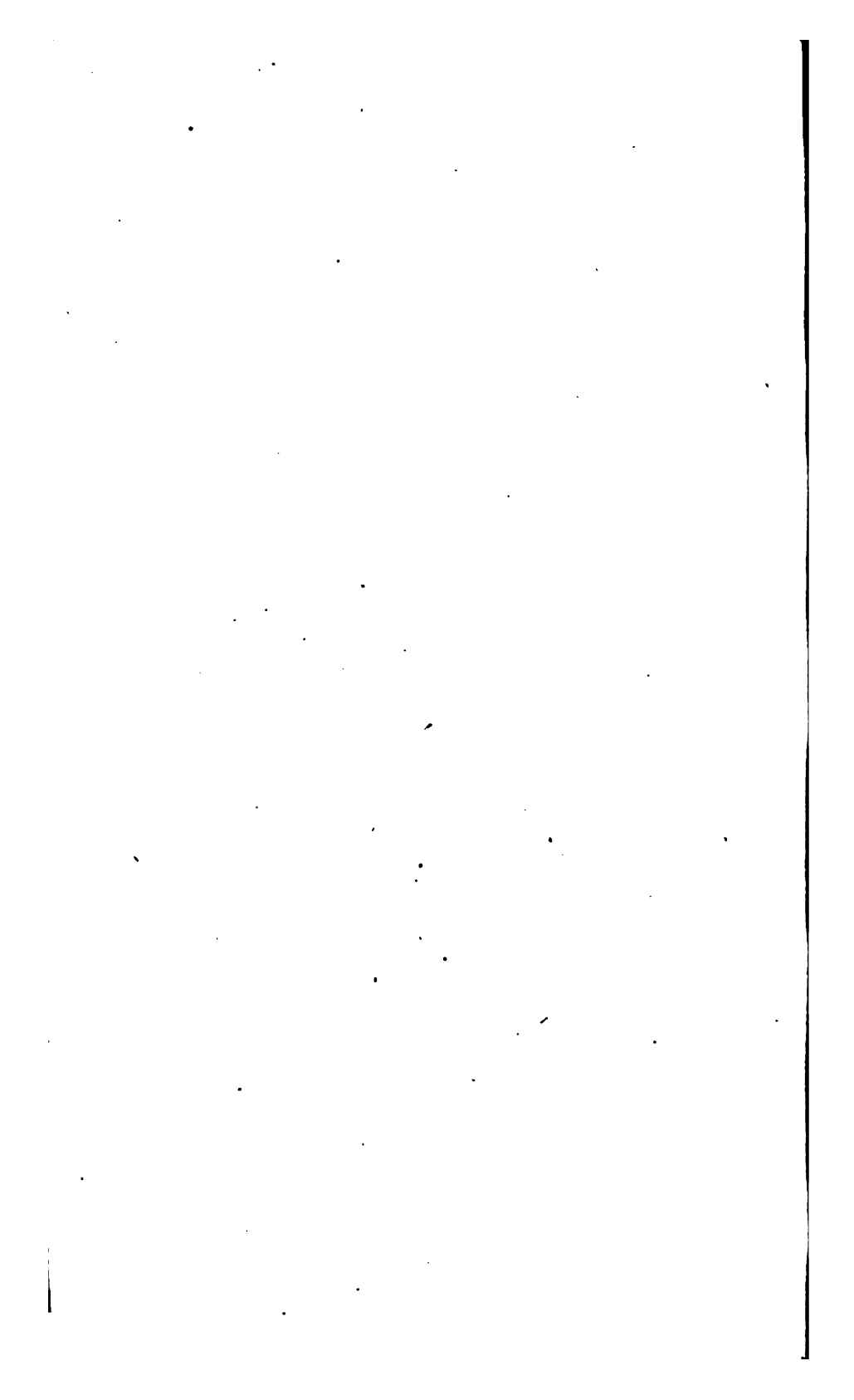


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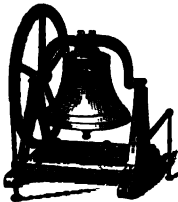
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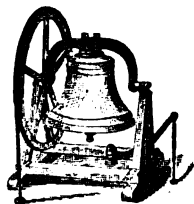
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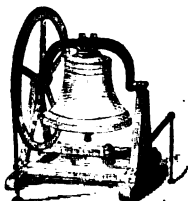
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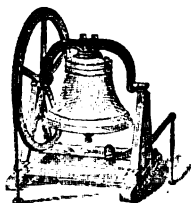
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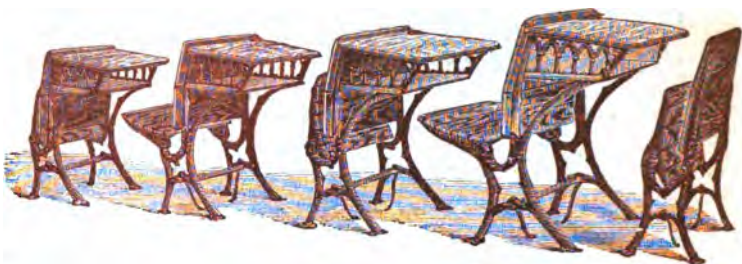
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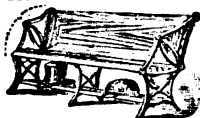


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